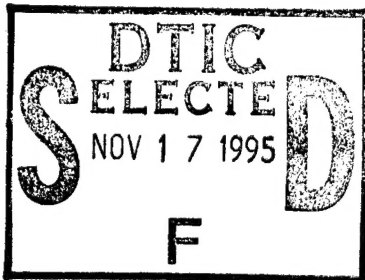


The Pennsylvania State University
The Graduate School
Program in Counselor Education

A Leadership Development Program Geared
Toward Male and Female College Freshmen



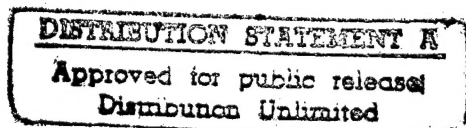
A Master's Paper in Counselor Education

by

CPT David C. Scofield

Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Master of Education

October 23, 1995



Approved by Nancy J. Davis
Title Assoc Prof of Education
Date October 27, 1995

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DTIC QUALITY INSPECTED 5

DEPARTMENT OF THE ARMY
United States Army Student Detachment
Fort Jackson, South Carolina 29207-5000

REPLY TO
ATTENTION OF

31 October 1995

MEMORANDUM FOR Commander, ATTN: Selection Section (DTIC-FDAC), Defense Technical Information
Center, Bldg 5, Cameron Station, Alexandria, VA 22304-6145


SUBJECT: Master Paper: Leadership Development Program

1. Enclosed is a copy of my approved Master Paper.
2. The paper is a leadership program directed toward male and female freshmen college students. My leadership program can be tailored to meet the needs of plebes (first year students) at the United States Military Academy.
3. If you have any questions regarding this program, contact me at the following address (until Jan 96, after that date I will be assigned to the USMA):

Address
CPT David C. Scofield
769 Cricklewood Drive,
State College, PA 16803

Phone
(814) 234-4686

Encl


DAVID C. SCOFIELD
Captain, Armor
Student, Pennsylvania State University

Abstract

Leadership development may be considered a major goal of higher education that contributes to the development of students' social and life skills (Chambers, 1992). The existing literature on student development suggests that leadership programming has made a positive impact on both male and female college students (Chambers, 1992; Cooper, Healy & Simpson, 1994).

Leadership programming has been related to increased persistence (Astin, 1985), satisfaction, retention and graduation (Kuh, Schuh & Whitt, 1991). The existing literature on college leadership development identifies college freshmen as the appropriate target group for leadership programming (Upcraft & Gardner, 1989). There is a significant amount of evidence that student success is largely determined by experiences during the freshman year (Noel, Levitz & Saluri, 1985 as cited in Upcraft & Gardner, 1989). In my paper, I have developed an eight week leadership development program, geared towards college freshmen, titled Tomorrow's Leaders Today (TLT).

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A Leadership Development Program Geared
Toward Male and Female College Freshmen

Throughout history, men have held top leadership positions within the work force. In the past decade, however, diversity in the work place has been increasing. Leadership positions are no longer exclusively held by men. Sagaria (1988) pointed out in her research that since 1980, the number of women in the work force has grown steadily and that women are continually gaining positions of authority. By sheer numbers, women have made significant advances into every area of business and can be found in a variety of professions (Van der Veer & Rue, 1994).

Women have also made tremendous gains among the ranks of higher education. Currently on today's college campuses, women make up approximately 54 percent of the aggregate student population (Dey, Astin & Korn, 1991). Because of the increase in the number of women gaining positions of authority in the work place and in the educational community, there has been a vast amount of research on effective gender specific and/or diverse leadership styles. Diverse leadership styles have had a significant positive effect on organizations, including corporate and academic (Morrison, 1992; Rice, 1994; Rosener, 1995). When developing leadership programming it is necessary to reflect the diversity of society (Komives & Evans, 1985).

Leadership programming on a college campus should begin as early as the freshman year. Studies have shown significant evidence that student success is greatly determined by experiences during the first year (Noel, Levitz & Saluri, 1985). Gardner (1986) has pointed out that colleges need to integrate programs and services that enhance freshmen successes.

In developing programs, it is necessary to conduct a thorough literature review on existing leadership and development theories and models. Leadership theories can provide an

understanding of the process of leadership by attempting to define traits and characteristics common to an effective leader and to identify the relationship between leaders and followers (Burns, 1978; Rost, 1993). Development theories are important in providing information on ways in which students develop.

Thus the purpose of this paper is to: (a) understand leadership by reviewing theories and models on leadership and to define leadership, (b) provide a literature review on the leadership characteristics of men and women and compare their commonalties and differences, (c) discuss the roles of student affairs in leadership development, (d) discuss leadership development theory and how it applies to college freshmen, (e) propose a leadership program called Tomorrow's Leaders Today (TLT) that can be implemented by student activities or other divisions of student affairs.

For the purpose of this paper, the term "freshmen" will be used to refer to first year college students. As stated by Upcraft and Gardner (1989) in their book *The Freshman Year Experience*, despite the sexist connotation the term freshman carries, it is a "widely recognized term that clearly refers to the students, the programs and the movement about which we are writing" (p. xvi).

Understanding Leadership

Leadership Theories

Over the years, many scholars have studied leaders and leadership. Many theories have been developed that outline the qualities of an effective leader. These theories have helped researchers to define the nature and phenomenon of leadership in the past and possibly into the

future (Rost, 1993). Such theories include the great man theory, traits theory, behaviorist theory and the situational theory.

The great man theory was one of the earliest theories on leadership. It was popular during the early part of the twentieth century (Bass, 1981; Rost, 1993). This theory attempted to define personality traits that were part of a male leader. The traits included being a man, being born into an aristocratic class, and being able to make sudden and decisive decisions (Bass, 1981).

A theory that became popular during the 1940's and 1950's was the trait theory. The trait theory was developed in response to World War II and the Cold War (Rost, 1993). Rost (1993) pointed out that "people wanted to know what essential traits leaders needed to have in exercising leadership so that the 'good guys' would win the war and then not lose the peace in the postwar world" (p. 18). The trait theory explained leadership in terms of traits of personality and character. Such traits included intelligence, insight, self-confidence and persistence. Using the trait theory, researchers believed that they could identify superior qualities that differentiated leaders from their followers (Bass, 1990).

Discovering that researchers could not agree on the essential traits of leadership, the behaviorist theory was developed primarily during the 1950's and 1960's (Rost, 1993; Bass, 1990). Rost (1993) pointed out that behavioral theorists viewed "leadership as behavior that influences people toward shared goals" (p. 53). Fiedler (1967), a behavioral theorist, wrote: "By leadership behavior we generally mean the particular acts in which a leader engages in the course of directing and coordinating the work of group members" (p. 36). Behaviorists considered leadership as an act of behavior. Therefore these scholars studied specific behaviors that produced effective leadership (Bass, 1990; Rost, 1993).

In opposition to the trait and behavior theories, Stogdill's (1948 as cited in Bass, 1990) research found that both person and situation had to be included to explain the dimension of leadership. Thus in the 1960's and 1970's the contingency/situational theory became popular (Rost, 1993). According to Bass (1990), the leader is a product of the situation at hand. Therefore three-dimensional models emerged, which viewed leadership as a result of time, place and circumstance (Bass, 1990). Although this theory seemed three-dimensional, it still placed the emphasis on the leader and not on the leader's relationship with the follower (Rost, 1993).

In reviewing these dominant leadership theories as a group or individually, Rost (1993) pointed out the following commonalties between the leadership theories:

(a) structural-functionalist, (b) management oriented, (c) personalistic in focusing only on the leader, (d) goal-achievement-dominated, (e) self-interested and individualistic in outlook, (f) male-oriented, (f) utilitarian and materialistic in ethical perspective and (g) rationalistic, technocratic, linear, quantitative and scientific in language and methodology.
(p. 27)

Many scholars agree that these leadership theories served their purpose, although the field of leadership needs to be redefined (Astin & Leland, 1985; Rost, 1993). A new definition will help scholars and practitioners transform leadership into the 21st century and reflect the needs of a changing society (Rost, 1993). Roesner (1995) noted that if organizations wanted to change their definition of an effective leader it might include:

the disappearance of the glass ceiling and a creation of a wider path for all sorts of executives-men and women-to attain positions of leadership. Widening the path will free potential leaders to lead in ways that play to their individual strengths ... By valuing a

diversity of leadership styles, organizations will find the strength and flexibility to survive in a highly competitive, increasingly diverse economic environment. (p. 125)

Alternative Leadership Theory

The theory that placed leadership in relation to the follower was the transformational theory introduced by Burns in his book *Leadership* (1978). According to Burns, transformational leadership “occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p.20). Burns defined transformational leadership as:

engaging with others in such a way that leaders and followers raise one another to higher levels of motivation and morality ... Their purposes which might have started out as separate but related ... become fused ... as mutual support for common purpose ... transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus has a transforming effect on both. (p. 20)

In conducting a literature review, I have found significant evidence supporting transformational leadership theory (Astin & Leland, 1985; Bass, 1990; Bennis, 1984 as cited in Burns, 1978; Rost, 1993). Transformational leadership is what people have in mind when they describe their ideal leader (Bass & Avolio, 1988, as cited in Bass, 1990). In practice, leaders develop in their followers expectations of high performance and spend little time micro-managing them (Gilbert, 1985 as cited in Bass, 1990).

Definitions of Leadership

John Kotter (1988) offered the following concept of leadership: "The word leadership is used in two basic ways in everyday conversation: (a) to refer to the process of moving a group of people in some direction through noncoercive means and (b) to refer to people who are in roles where leadership is expected" (p. 16). According to Astin and Leland (1991):

leadership is a process by which members of a group are empowered to work together synergistically toward a common goal or vision that will create change, transform institutions, and thus improve the quality of life. The leader is someone who, by virtue of their position or opportunity, empowers others toward the collective action in accomplishing the goal or vision. (p. 8)

Hoferek (1986) stated that there are both formal and informal leaders. These two types of leaders are defined as follows: "Formal leaders have authority and status due to their position in the system. Informal leaders may not have a formal organizational position; they exert leadership by influencing others through personal power or informal authority to achieve objectives" (p. 3).

In his book *Leadership for the Twenty-First Century* (1993), Rost provided the following definition of leadership: "leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes" (p. 102). It should be clear from these definitions that leadership is a transformational interchange between the leader and follower and that any member of a group, regardless of their gender or job position, can display leadership characteristics.

The Relationship Between Management and Leadership

According to Rost (1993), scholars and researchers have confused and often treated leadership and management synonymously. In his book *Leadership for the Twenty-First Century*, Rost points out that the melding of leadership and management has confused the study of leadership for practitioners. Although a great deal of confusion has occurred in defining the meaning of leadership, some attempts have been made to distinguish leadership from management (Burns, 1978; Graham, 1988; Rost, 1993). Graham (1988) pointed out the following distinction between the two terms:

Definitions of leader-follower relationships typically draw a distinction between voluntary acceptance of another's influence, on the one hand, and coerced compliance, on the other ... Appropriate labels for the person giving orders, monitoring compliance and mastering performance-contingency rewards and punishments include "supervisor" and "managers", but not leader. (p. 74)

Bennis and Nanus (1985) supported the concept that leadership and management have different meanings. They delineated the differences between the two terms by contributing the following statement:

The problem with many organizations, and especially the ones that are failing, is that they tend to be over managed and underled ... Managers are people who do things right and leaders are people who do the right thing. The difference may be summarized as activities of vision and judgment-effectiveness versus activities of mastering routines-efficiency. (p. 21)

Although numerous studies have been conducted on the distinctions between leadership and management, Rost (1993) pointed out the following:

the majority of the authors failed to provide practitioners the conceptual ability to make such a distinction ... Another problem is that many of the distinctions given by scholars are distinctions of personality traits and behaviors of leaders and managers, not differences in the process or relationship that get at the nature of leadership and management. There is a pervasive tendency among these scholars to equate leadership with leaders, confusing a process with a person, which in the end, doubles the confusion present in the use of the words leadership and management as synonyms. (p. 134)

In order to help practitioners distinguish between leadership and management, Rost (1993) came up with his own definition of management: "Management is an authority relationship between at least one manager and one subordinate who coordinate their activities to produce and sell particular goods and/or services" (p. 145). Rost's model distinguishing leadership from management is briefly summarized in Table One.

In her article "Leadership Development", McDade (1989) cites Gardner's argument that management and leadership are "too closely intertwined for a significant differentiation" (p. 35) since "most managers exhibit some leadership skills, and most leaders on occasion find themselves managing" (Gardner, 1986 as cited in McDade, 1989, p. 35). McDade's simplified definitions of leadership and management development are as follows: "Leadership addresses what leaders do, management is how they do it" (McDade, 1989, p. 35).

Although leadership positions are different from management positions, it is still necessary for leaders to possess some management skills (McDade, 1989). Leaders should also familiarize

themselves with the differences between leadership and management positions in order to remain focused on their performance duties.

The History and Study of Women Leaders

Since the great man theory, there have been numerous theories formulated on how to define leadership characteristics. A majority of these theories had one major limitation, they focused almost exclusively on male leaders and disregarded women (Astin & Leland, 1991; Bass, 1981).

In June of 1966, a group of women formed the National Organization for Women (NOW). The goal of NOW was to bring equality to women (Astin & Leland, 1991). Since that time, women have made considerable leaps forward toward equality (Zentara, 1987). Events in history such as the women's liberation movement, cultural changes and federal legislation have all helped to make a significant impact on the issue of women as leaders (Bass, 1981). The media helped the womens' liberation movement gain access into mainstream America. Career women were able to identify with media icons like Mary Tyler Moore. Her character, a news anchor woman, served as a significant role model to women who aspired to gain career and leadership positions (Hardesty & Jacobs, 1986). The Vietnam War also helped to open the windows of business opportunity for women. With the draft in effect, many young men were forced to defer their corporate dreams and enlist in the military. The entry-level, corporate vacancies provided a great opportunity for women to enter into the work place (Hardesty & Jacobs, 1986). Then, with federal legislation such as the Civil Rights Act, 1964 and the Affirmative Action Program, sex discrimination in the work force was prohibited by law.

The rapid increase of women in the work place encouraged a large quantity of research on women in leadership positions. According to Heller (1982), female based research has gone through three phases, as the number of leadership roles for woman has increased. Phase one studies demonstrated the under-representation of women in leadership roles and addressed the need for equal representation. Phase two studies focused on defining psychological and sociological barriers for women assuming leadership roles. Phase three studies focused on understanding the differences and similarities between women and men leaders. These three phases have resulted in continued research on the effects gender has on a person's leadership characteristics (Astin & Leland, 1991; Bass, 1981).

The occurrence of sex role stereotyping when defining leadership characteristics has been a common topic studied by researchers. In his book, *Stogdill's Handbook of Leadership* (1981), Bass indicated that "the female stereotype labels women as less competent and warmer emotionally than men. The stereotype of an effective leader matches the masculine stereotype of competence and toughness-lacking in warmth" (p. 495). Brown (1981) suggested that the reported differences between men and women leadership styles are primarily based on subordinates' perceptions.

Leadership Characteristics Common to Men and Women

Posner and Brodsky (1994) conducted a study which compared male and female student leaders (Greek). Using the Student Leadership Practices Inventory, they found that effective student leaders were consistently viewed as challenging, inspiring, enabling, modeling and encouraging more frequently than their less effective counterparts. They also found that leadership practices used by female student leaders did not differ from those used by males

involved in equivalent student organizations. Most research indicates men and women are equally effective as leaders (Astin & Leland, 1991; Bass, 1981; Posner & Brodsky, 1994). Eagly and Johnson (1990) pointed out that the majority of social scientists have generally maintained that there are, in fact, no reliable differences in the ways that men and women lead. The following statement best illustrates the consensus among social scientists in regards to the research comparing men and women leaders: "The preponderance of available evidence is that no consistently clear pattern of differences can be discerned in the supervisory (leadership) style of female as compared to male leaders" (Bass, 1981, p. 499).

Leadership Characteristics that Differ Between Men and Woman

Leadership characteristics related to gender differences are complicated by the extent that most available studies depend on subjective ratings. These subjective ratings tend to contain sex bias versus an objective evaluation of performance (Brown, 1981). Bass (1981) noted that leadership differences between males and females are based mainly on societal stereotypes. He noted that caution is required when accepting reports of male-female trait differences without considering society at the time the reports appeared.

Many researchers have concluded that there are, in fact, differences between male and female leadership characteristics. Rosener (1990) surveyed 465 members of the International Womens' Forum. The women respondents each provided a name of a man in a similar position. These men and women were then asked to describe their leadership behaviors. The survey found the following: (a) Women were far more likely than men to report managing with an interactive style--encouraging participation, sharing power and information and enhancing the self-worth of

others. (b) Women described behaviors that were transformational (flexible) while men described behaviors that were transactional (rigid).

Adding to the research on differences in male and female leadership styles is a study conducted by Eagly and Johnson (1990). Eagly and Johnson conducted a series of meta-analyses on various studies that have been done on the subject of leadership. They analyzed these leadership studies in order to find gender differences. The research consisted of studies on leadership styles, emergent leadership and leadership effectiveness. Eagly and Johnson found the following results: (a) women were slightly more concerned with morale and social relationships (maintenance behaviors), (b) men were evaluated more highly as leaders and emerged as leaders more often in groups, (c) women were evaluated more highly on specific behaviors related to the social maintenance of the group, (d) women were more likely to be rated effective, (e) men were rated higher on ability and (f) women were rated higher on satisfaction.

In continued support of the belief that different leadership characteristics are determined by gender, Helgesen (1990) found the following: (a) Men work at a relenting pace, with no breaks versus women who work at a steady pace, taking small breaks. (b) Men prefer live action encounters versus administrative details. (c) Men spare little time on activities not directly related to work versus women who make time for other activities besides work.

The following best summarizes the given research on gender differences related to leadership. In their presentation to the NASPA Region II Conference, in June 1994, Van der Veer and Rue stated the following dichotomy of feminine and masculine orientations (Eagly & Johnson, 1990; Helgesen, 1990):

<u>MASCULINE</u>	<u>FEMININE</u>
Rational	Intuitive
Objective	Emotional
Competitive	Collaborative
Linear	Circular
Authority	Influence
Product	People
Justice	Care
Top-Down	Center-Out

Leadership Characteristics of Women

Based on the success women have achieved in the area of leadership, many scholars believe that women have their own unique leadership characteristics (Astin & Leland, 1991; Whitt, 1994; Zentara, 1987). Astin and Leland (1991) believe that women sharing vision, empowering others and creating a collective environment act to bring about desired change. In support of Astin and Leland, Whitt (1994) cited that women enjoy "a consensus style of leadership in which everyone is valued equally" (p. 201). Whitt (1994) interviewed the chief executive officers of three, all women colleges. The women defined their leadership styles as participatory and consensual. The words of one president support this leadership approach. She stated the following: "You involve people because you learn from them and you make better decisions...I appreciate the empowering virtues of a highly collective, egalitarian and level organization of true colleagues and equals" (Whitt, 1994, p. 201).

Studies show that women are guided by their values of caring and responsibility when they make leadership decisions that have impact on others (Astin & Leland, 1991). Women are guided primarily by intuition and subjective and personal knowledge (Astin & Leland, 1991; Whitt, 1994; Zentara, 1987). Based on present research, concerns and values of women are related to the interdependence of human relationships.

Leadership Characteristics of Men

Men have been haunted by the stereotype of the "macho" male leader for many years. This stereotype includes being tough, aggressive and business-like (Heller, 1982). Leadership models adopted by most professions in America are based on this traditional male leadership model (Bass, 1981). In their research, Astin and Leland (1991) attributed to men a leadership quality called the hierarchical paradigm. This leadership characteristic places the male leader in a position of authority and in control of resources. They further explained that this leadership characteristic can create an attitude of worship by followers. The attitude of worship imposes great expectations on what a leader can accomplish. The results of this study indicated that leadership characteristics common to men can intimidate their subordinates, resulting in stifling creativity. In support of Astin and Leland, Helgeson (1990) found that men often have difficulty sharing information with their followers.

The Roles of Student Affairs in Leadership Development

A substantial part of the reason leadership development has become an issue in student affairs is due to the increase of women on college campuses. Women currently constitute a slight majority of today's entering college students (Astin, 1984). Development of leadership programs--curricular and cocurricular--must serve to prepare both men and women for their future in the

work place. The consideration of leadership development as an institutional goal must attend to the needs and concerns of both men and women in higher education (Sagaria, 1988).

Student affairs professionals are entrusted by their institutions with responsibility for leadership development through cocurricular programs. According to Sagaria (1988), student affairs professionals must develop competent leaders who possess the technical and interpersonal skills necessary to succeed in a pluralistic society. Student affairs professionals should provide the following services to students (Kuh et al., 1991): (a) Provide opportunities for out-of-class involvement. (b) Create sufficient leadership opportunities to meet the needs of all interested students. (c) Develop additional roles in major or other organizations to allow students to exercise leadership responsibility.

Currently, the issue of leadership is being managed by student affairs professionals. Student affairs professionals must address the potential of the entire student body through recruiting, training and supporting leadership activities throughout the university (Sagaria, 1988). It is the responsibility of student affairs professionals to develop leaders who work toward collaborative decisions and who respect the integrity of all (Sagaria, 1988). Leadership programs must reflect diversity and aid in creating an environment that eliminates sexist ideologies (Komives & Evans, 1985).

Sagaria (1988) pointed out that leadership development activities, provided by student affairs professionals, should not minimize the effects of gender in developing leadership potential in men and women. Eagly and Johnson (1990) also believe that there are specific gender related leadership characteristics that should be identified for effective leadership training for men and women. In contrast to these theories that leadership characteristics are associated with gender,

social scientists have generally maintained that there are in fact no reliable differences in the way men and women lead (Bass, 1981; Eagly & Johnson, 1990). No matter how one views the effects of gender on leadership skills, student affairs programs should be developed to enhance the development of all students on college campuses regardless of their gender.

Student affairs professionals are responsible for developing and implementing leadership programs for college students. Because of their responsibility, student affairs professionals need to develop models that provide guidelines which address students' needs. The models are essential to the development of male and female students (Hughes, 1989). These models should value the best of both stereotypical masculine and feminine traits (Hughes, 1989). Most importantly, leadership development should be based on personal values of the individuals involved (Sagaria, 1988).

Leadership Models

Leadership models are designed to draw together "the varieties of purposes and goals which exist in leadership programs and to place them in a complementary, cohesive approach to leadership programming" (Gonzalez & Roberts, 1981, p. 19). In order to develop effective leadership programs, it is important for the practitioner to use leadership models to help design the programs that are integrated into higher education (Roberts, 1981; Upcraft & Gardner, 1989). In this section, I will discuss two leadership models. The first model is by Anthony and Roberts (1979 as cited in Anthony-Gonzalez & Roberts, 1981), titled *A Comprehensive Leadership Model*. The second model I will discuss is by Kouzes and Posner (1987), titled *The Leadership Challenge Model*. Having knowledge of these models will provide the leadership practitioner a basis for structuring leadership programs.

The Comprehensive Leadership Program Model consists of a number of key concepts that make it unique as a program model. The model is based on the separation and differentiation of three main terms: training, education and development. According to Anthony-Gonzalez and Roberts (1981), a majority of leadership and management literature normally considers these three terms as being synonymous. The result of the non-descriptiveness of these terms can lead to confusion, as one studies the various leadership development authors. Anthony and Roberts (1979, as cited in Anthony-Gonzalez & Roberts, 1981) developed the comprehensive model in order to delineate between the terms training, education and development. Their definitions provide the leadership educator a framework to plan and deliver broadly based programs that meet the needs of all student leaders. Following are Anthony-Gonzalez and Roberts' (1981) definitions of training, education and development:

- Training ... involves those activities designed to improve performance of the individual in the role presently occupied. A training activity is one which is concretely focused and is directed at helping the individual being trained to translate some newly learned skill, or piece of information, to a real and immediate situation. (p. 19)
- Education ... consists of those activities designed to improve the overall leadership competence of the individual beyond the role presently occupied. Education takes the form of providing information or enhancing abilities which may be helpful to the individual in his/her present role; however, the ultimate purpose is to provide generalized theories, principles and approaches which are relevant in a broader setting. (pp. 21-22)
- Development ... involves those activities designed to provide an interactionist environment which encourages development in an ordered hierarchical sequence of

increasing complexity ... changing perceptions of the world and situations which a person encounters are assumed to take place in an environment where there is interaction with other people and with one's surroundings. The individual who reaches higher levels of developmental maturity is one who is able to more effectively and productively interact in a complex, diversified world. (p. 22-23)

Roberts believes that the implementation of all three dimensions-training, education and development-should be equally deliberate and purposeful in leadership programming. In support of Roberts' three dimensions, Newton (1975 as cited in Anthony-Gonzalez & Roberts, 1981) suggested that training should be:

(a) goal directed and purposive, (b) most effective where skills and techniques of leadership are both conceptualized and experienced, (c) sequential and systemic, (d) most effective when general knowledge and skills of leadership are applied to uniqueness of the specific situation and (e) related to variables within the person, the situation and length of training. (p. 25)

Newton's guidelines regarding leadership programs can help the program planner reach the broader outcomes suggested in the Comprehensive Model (Anthony-Gonzalez & Roberts, 1981).

Another model that has broad applications to leadership development is Kouzes and Posner's *Leadership Challenge Model* (1987). Through case analyses and survey questionnaires, Kouzes and Posner found five fundamental practices that enable leaders to get extraordinary tasks accomplished. They found leaders are at their best, when they:

- Challenged the process. "Leadership is an active, not a passive process. While many leaders attributed their success to 'luck' or 'being in the right place at the right time', none

of them sat idly by or waited for fate to smile upon them” (p. 8). Leaders are people who are not afraid to take risks. They produce innovation. Leaders are capable of identifying good ideas and they provide the support to allow those ideas to be carried out. People who lead are not afraid to take calculated risks. Leaders are people who learn from their mistakes. In support of this concept, Bennis and Nanus (1985), authors of *Leaders*, found in their research that leaders viewed mistakes as learning opportunities.

- Inspired a shared vision. “Leaders inspire a shared vision. They breathe life into what are the hopes and dreams of others and enable them to see the exciting possibilities that the future holds ... There is an old Texas saying that you can’t light a fire with a wet match. Leaders cannot ignite the flame of passion in their followers if they themselves do not express enthusiasm for the compelling vision of their group. Leaders communicate their passion through vivid language and expressive style” (Kouzes & Posner, p. 9-10).
- Enabling others to act. “Exemplary leaders enlist the support and assurance of all those who must make the project work. They involve, in some way, those that must live with the results” (Kouzes & Posner, 1987, p. 10). Leaders are people who empower others. They provide a sense of teamwork within their organizations (Kouzes & Posner, 1987).
- Modeling the way. Leaders should lead by example. Most importantly, a leader’s behavior must be consistent with their stated beliefs. Kouzes and Posner found that when leaders are positive role models, they can have a powerful effect on the people in their organization, team or group (1987).
- Encouraging the heart. “Love of their products, their people, their customers, their

work-this may just be the best-kept secret of exemplary leadership" (Kouzes & Posner, 1987, p. 13). Leaders must also encourage the heart of their followers to carry-on, especially during adverse times, so they are less likely to give up (Kouzes & Posner, 1987).

Kouzes and Posner's model is unique in that it focuses a great deal of attention on how leaders interact with their followers.

Hypothesis

As stated in the definitions, the common goal of a leader is to accomplish a mission (Astin & Leland, 1991; Bass, 1981; Kotter, 1988). Leaders may possess a variety of different skills. Whether they are male or female, leaders must utilize skills with which they feel comfortable (Sagaria, 1988). As a student affairs professional, I can provide students with a list of effective leadership characteristics. Students could then focus on the leadership skills which they feel most comfortable utilizing.

Based upon my research, I believe that of all influencing factors, sex-role stereotyping and socialization have had the greatest effect on gender leadership characteristics (Adams, 1984; Heller, 1982). Eagly and Johnson's (1990) meta-analysis offers some indication that there may be differences between gender characteristics in leadership. My hypothesis is that sex-role stereotyping and socialization have caused different leadership characteristics to form among men and women. Sex role expectations have created stereotypes about leadership and have placed male and female styles on opposite ends of the continuum (Helgesen, 1990). It is up to student affairs professionals to develop leadership programs that eliminate sexist attitudes and ideologies (Komives & Evans, 1985; Sagaria, 1988). Student affairs professionals should develop programs that reflect both male and female leadership characteristics. The individual student should then be

given the freedom to select the leadership characteristics that are most congruent with their own personality types.

Student affairs professionals, as well as students, have a great challenge ahead. The challenge is to eliminate the sex-role shackles that bind leadership development. Student affairs programs have made progress in minimizing sex-role stereotyping within institutions. In terms of social change in America, there is some optimism for equality in the work place as well as the college environment (Astin & Leland, 1991).

Theory to Practice

Rodgers and Widick (1980) developed a conceptual framework to help the practitioner integrate formal theory into the practice of student program development. Their process model is called grounded formal theory. The model consists of seven phases, where each phase builds upon the next phase. The phases, however, are only a guideline for integrating theory with practice. One must use professional judgment, expertise and creativity when adopting these models to suit one's needs (Rodgers & Widick, 1980). An outline of Rodgers and Widick's grounded formal theory can be found on table two. I have adapted their model to meet the needs of my leadership program which will be geared toward college freshmen, male and female. My adapted model consists of the following six phases:

- Phase One: Focus on a problem, a setting and a population.
- Phase Two: Identify relevant formal developmental theories.
- Phase Three: Ground formal theories into the development of traditional college freshman.

- Phase Four: Formulate goals for the leadership program
- Phase Five: Design leadership program
- Phase Six: Evaluate the leadership program

Phase One: Problem, Setting and Population

Problem

Based on my literature review, I have found that sex-role stereotyping and socialization have caused different leadership characteristics to form among men and women (Adams, 1984; Helgesen, 1990; Heller, 1982; Van der Veer, 1994). As I have stated in my hypothesis, sex role expectations have created stereotypes about leadership and have placed male and female leadership styles on opposite ends of the continuum (Helgesen, 1990). It is up to student affairs professionals to develop leadership programs that eliminate sexist attitudes and ideologies (Astin, 1984; Komives & Evans, 1985; Sagaria, 1988). Future student affairs programs should develop leadership that reflects both male and female (stereotypical) leadership characteristics. The individual student should then be given the freedom to select the leadership characteristics that are most congruent with their own personality types.

Setting

For the purpose of a clear explanation of my program, I have created a hypothetical setting to show the appropriate context for my leadership program. The setting will be Central State University which is a large, public, residential, research oriented, predominantly White university situated in the small town of Limestone. The town of Limestone is located in rural central Pennsylvania. The university is one of the major research institutions in the state. Recently, a new president was nominated who has a strong background in student development.

She believes that a greater emphasis on student development programming will help strengthen the university's already superb reputation. The new university president wants to build closer ties with the local community by fostering student involvement in civic as well as other community activities.

Population

Central State University consists of 30,000 students, while Limestone has about 35,000 residents. The population demographics are listed in Table Three. The specific audience of this leadership program will be traditionally aged (18-22 years old) college freshmen. The size of the freshman class is approximately 6,000 students. Thirty students will be admitted into the program. In order to maintain a diverse mix of students, the participants will be selected by a process that maintains a gender mix of 50 percent males and 50 percent females.

Phase Two: Formal Developmental Theories

Numerous theories and models have been developed to help explain student development. According to Upcraft (1984), a majority of developmental theories were developed to explain traditional, late-adolescent development. He has pointed out that many of the theories do not fully account for gender differences between males and females, as well as other nontraditional students. Following is a summarization of psychosocial and cognitive development theories and models relevant to traditional-aged college freshmen. I have also included nontraditional development theories on gender, racial identity, sexual orientation and adult learners.

Psychosocial Theory

A psychosocial theory that impacts on college student development is Erikson's Eight Stages of Life (1968). Erikson viewed personality development in a social context in order to identify development of youth. Although his model was not developed for college students, it can be effectively applied to them.

In his fifth stage (identity vs. role confusion), Erikson introduced the concept of establishing one's identity. He viewed establishing one's identity as relevant to adolescent college students. According to Erikson, the major developmental conflicts of the adolescent years are related to the development of personal identity (adolescence: identity vs. role confusion). Adolescents struggle to define who they are, where they are going and how to get there. If a student fails to achieve a sense of identity, "role confusion" is the result. College freshmen are very susceptible to role confusion because of the presence of diverse pressures from parents, peers and society. This period is a time for testing limits, for breaking dependent ties and for establishing a new identity. An "identity crisis" can result during this period of clarifying self-identity and life goals (Upcraft & Gardner, 1989).

In their book *Education and Identity*, Chickering and Reisser (1993) elaborated and refined Erikson's identity stage five, extending it to traditional college years. They described the seven vectors of college student development. They proposed that each vector or developmental task raises certain self-definition issues that the individual must resolve. Each vector describes (a) a set of skills and attitudes to be learned, (b) a personal concern and (c) a set of outcomes that define maturity at the young adult life stage. The seven vectors of development include:

- Developing Competence (vector one). College students must be able to develop intellectual competence, physical and manual skills and interpersonal competence.

Intellectual competence involves elements such as intelligence, the ability to acquire knowledge and symbolize it with abstract concepts. Physical and manual competence involves the ability to master skills that were previously unattainable. Interpersonal competence involves the development of interpersonal skills, including the ability to listen, provide feedback, to work effectively in groups and to manage a variety of social situations.

- Managing Emotions (vector two). Students must be aware of their emotions (particularly sexual passion and aggression) and learn to exercise self-regulation rather than repression. "As self-control and self-expression come into balance, awareness and integration ideally support each other" (p. 46).

- Moving Through Autonomy Toward Interdependence (vector three). Students must learn how to establish emotional independence from parents and peers. Another key element is to learn how to gain freedom from continual and pressing needs for affection, approval and/or reassurance from parents and peers. This vector is marked by a student's willingness to risk loss of friends or status in order to pursue strong interests or stand on convictions.

- Developing Mature Interpersonal Relationships (vector four). Students must learn tolerance and appreciation of differences. In addition, they must develop the ability to "choose healthy relationships and to make lasting commitments based on honesty, responsiveness and unconditional regard" (p. 48).

- Establishing Identity (vector five). Students must develop a sense of self by establishing comfort with their body and appearance and with their sexual identity. They must gain a sense of self-acceptance and self-esteem and clarify their self-concept through experimentation with roles and life-style options.
- Developing Purpose (vector six). Students must develop a sense of purpose in their lives. "Developing purpose entails an increasing ability to be intentional, to assess interests and options, to clarify goals, to make plans and to persist despite obstacles" (p. 50). The student must be able to integrate vocational plans with personal interests and interpersonal and family commitments.
- Developing Integrity (vector seven). Students must develop a valid set of beliefs and values that are congruent with their behavior.

Students develop in each of these seven areas throughout their college experience.

Chickering described the movement through the vectors as cumulative but not hierarchical. In other words, the vectors build upon each other. An important factor of Chickering's theory is that student development is regarded as being contingent on experiences and environmental influences. At certain times or stages the focus of an individual's development may be more on one vector than the others. Chickering suggested that college can speed up or hinder the process of moving through each vector (Chickering & Reisser, 1993). Movement through the vectors is essentially based on the institution's clarity of objectives, its size, its curriculum, living arrangements, faculty and administration, friends, groups and student culture (Chickering, 1969). In regards to freshman student development, four vectors are critical: developing competence,

managing emotions, moving through autonomy toward interdependence, and establishing identity (Chickering & Reisser, 1993).

Another psychosocial theory that made an impact on our understanding of the development of traditional college students was Sanford's integration/differentiation theory (1962). Sanford believed that students' development:

is expressed in a high degree of differentiation, that is, a large number of different parts having different and specialized functions, and in a high degree of integration, that is, a state of affairs in which communication among parts is great enough so that the different parts may, without losing their essential identity, become organized into larger wholes in order to serve the larger purposes of the person. (p.257)

Sanford proposed that growth occurs in an individual if certain stimuli are induced, either from individual bodily functions, or from the social or cultural environment. These stimuli or developmental conditions are: (a) readiness, (b) challenge and (c) support. Sanford states that for optimal development to occur, the "optimal" dissonance for an individual must be found. "Optimal" dissonance refers to a period of disequilibrium or anxiety which is believed to be the catalyst for development. Sanford found that the amount of challenge one can tolerate is a function of the support available. The optimal dissonance of individuals varies according to the quality of challenge and support available in the environment (Sanford, 1962). Sanford noted the following characteristics common to college freshmen and the developmental outcomes that occur as students are provided with challenge and support ("Sanford's Theory of Student Development," 1995):

Characteristics of Freshmen

dominant toward the weak
 unstable self-esteem
 intolerance of ambiguity
 submissive toward the powerful
 conventional thinking
 deferent toward authority
 dependent on external support
 stereotyped thinking
 easily influenced by others

Developmental Outcomes

complexity and wholeness
 integration
 stability
 openness to new experiences
 differentiation

Cognitive Development

Cognitive theories focus on how students reason, think and make meaning of their experiences (Kohlberg, 1976). A theorist who made great inroads into cognitive development was William Perry. Perry developed a cognitive theory of intellectual and ethical development. In his theory, Perry described nine positions along a hierarchical continuum (Perry, 1970). His theory is based on the assumption that an individual's development proceeds through a set of stages in a fixed order. Each stage is characterized by a particular cognitive structure. These cognitive structures influence the way an individual perceives, organizes and evaluates issues and experiences. In other words, if a student is at one stage, he or she cannot possess reasoning ability from a higher stage. Development can be maximized, however, if students are educated based on their cognitive level of understanding (Stonewater & Stonewater, 1983). Barbara and Jerry Stonewater (1983) summarized Perry's nine stages in the following four clusters:

- Dualism (positions one & two). Students in this stage view everything including people, knowledge and values, as being absolute and discrete. “The assumption of the dualist is that all knowledge is known, that authority knows it all and that it is up to the authority to give the student the right answer. If authority does not give clear-cut right answers, then that authority is seen as incompetent” (p. 53). Multiple perspectives only add confusion and thus are not accepted. Therefore the world is viewed from a black-white perspective.
- Multiplicity (positions three & four). Students acknowledge multiple points of view, although they have a hard time distinguishing one perspective versus another. All points of view are equally valid. During this stage authorities may be defied or resisted (King, 1979 as cited in Upcraft & Gardner, 1989). At this point, students may try other peoples’ point of view, “either because one perspective is as valid as another, or because they are searching for that right answer” (Stonewater & Stonewater, 1983, p. 54).
- Relativism (positions five & six). Students are now capable of thinking in contextual or relativistic terms. They find that there are multiple perspectives on a given topic and that they are capable of relativistic thinking in regards to those perspectives. In other words, multiple perspectives are now seen as pieces that fit together into a larger whole. Students who view the big picture are able to analyze and evaluate their own as well as others’ ideas. During this stage, students’ relationships with authority figures change. Students realize that authority figures think as they do. Authority figures are now seen as mentors who provide guidance. Relativism may result in indecision because making judgments can sacrifice appreciation for another’s perspective. The world tends to

become unfamiliar and sometimes frustrating , because there are fewer absolute answers and there are so many other world views. As students move on to position six, it becomes appropriate for the students to make decisions or commitments that help them deal with a sometimes unfamiliar and/or frustrating world.

- Commitment in Relativism (positions seven through nine). “These final three positions are not structural changes in cognitive development as are the first six positions, but rather they are qualitative stages through which a student moves in developing and living with a series of commitments, or sense of identity” (Stonewater & Stonewater, 1983, p. 54). A student’s commitments, identity and life-style are established consistent with the student’s personal themes.

Another cognitive theory is Kohlberg’s theory of moral reasoning. Kohlberg (1976) developed a model, consisting of six stages of development, to show how moral judgment occurs. His focus was on the process of how and why judgments were made. The structure of moral thought includes “the decision-making system, the problem solving strategy, the social perspective and the underlying logic in making a moral choice” (Upcraft & Gardner, 1989, p. 44). Lawrence Kohlberg (1976) summarized his six stages of development into three levels:

- Preconventional level (stages one & two). At this level concern is with the outcomes of one’s own actions. Rules are developed by the physical power of those in control. In stage one (punishment and obedience), consequences determine goodness or badness of action; in stage two (instrumental and relativist), an individual’s needs determine rightness of action.
- Conventional (stages three & four). At this level, concern is placed with maintaining the expectations of those in power or authority. In stage three (interpersonal

concordance), whether others are pleased determines good behavior. Therefore living up to someone else's norms determines appropriate behavior. In stage four (law and order), primary consideration is placed on deferring to a higher authority, upholding social order or following orders.

- Postconventional or principled (stages five & six). At this level, one goes beyond the group and an individual's identification and looks at broader implications of moral principle. In stage five (social contract), proper action is based upon agreed standards. Individual rights define proper behavior. In stage six (universal ethical principle), one follows self-chosen ethical principles. These "principles are universal principles of justice: the equality of human rights and respect for the dignity of human beings as individual persons" (p. 35).

Kohlberg believed that moral development will only occur if moral issues or questions are confronted (1976). In support of Kohlberg, Smith (1978) found that the college experience may be in a critical period in the development of moral reasoning. Smith stated that students either hold to conventional levels or begin to question them. In order to effect college student moral development, students must have experiences within their peer groups and in the classroom to challenge their moral judgments and provide an opportunity to reflect on their behavior.

Student Development and Gender

Both the psychosocial and cognitive development theories have been criticized most recently for their failure to account for possible differences in male and female development

(Delworth, 1989; Gilligan, 1982; Upcraft & Gardner, 1989). Delworth (1989) pointed out that current theories on human development, including those focused on the college years, "do not attend adequately to these very fundamental differences in male vs. female perceptions and ways of knowing" (p. 163).

One of the first researchers to point out the differences between males and females was Carol Gilligan (Upcraft & Gardner, 1989). Gilligan led a wave of feminist scholars who pointed out that theories by Erikson, Kohlberg and others have not given adequate expression to the concerns and experiences of women (Gilligan, 1982). She pointed out that these theories were based on the concepts of male development. Gilligan stated that in "adopting the male life as the norm, they have tried to fashion a woman out of masculine cloth" (Gilligan, 1982, p. 6).

Gilligan (1982) believes that women seek first to develop relationships and intimacy and then move toward autonomy. In contrast, men build their identity based on autonomy.

Consequently, relationships, and particularly issues of dependence, are experienced differently by women and men. For boys and men, separation and individuation are critically tied to gender identity since separation from the mother is essential for the development of masculinity. For girls and women, issues of femininity or feminine identity do not depend on the achievement of separation from the mother or on the progress of individuation. Since masculinity is defined through separation while femininity is defined through attachment, male gender identity is threatened by intimacy while female gender identity is threatened by separation. Thus males tend to have difficulty with relationships, while females tend to have problems with individuation. The quality of embeddedness in social interaction and personal relationships that characterizes women's lives in contrast to

men's, however, becomes not only a descriptive difference but also a developmental liability when the milestones of childhood and adolescent development in the psychological literature are markers of increasing separation. Women's failure to separate then becomes by definition a failure to develop. (p. 8-9)

The importance of Gilligan's theory is best summarized by Delworth and Seeman (1984) who point out that "in a world that values and rewards autonomy ... the male model wins, and women retreat" (p. 490). This study adds continued support to my hypothesis that there need to be development programs that reflect both male and female leadership characteristics.

Another group of researchers who focused on women's development were Belenky, Clinchy, Goldberger and Tarule. In their book *Women's Ways of Knowing* (1986), they developed an epistemological perspective on ways women think. The perspective is organized in the following five categories: (a) silence, (b) received knowledge, (c) subjective knowledge, (d) procedural knowledge, and (e) constructed knowledge. I have referenced this model because it was one of the first efforts to investigate the epistemological perspective.

A researcher who integrated gender related patterns of knowing was Baxter Magolda (1992). In her now famous research, she found that gender may play a role in how students think, but "it does not in itself account for the variation in patterns within ways of knowing" (p. 21). Baxter Magolda also found that there is not one complete way of knowing. Experiences build upon each other to form multiple realities. Her epistemological reflection depicts how students acquire and view knowledge. The model consists of the following four stages (1992):

- Absolute knowledge. In this mode of knowledge, students obtain knowledge from the instructor. Students view knowledge as certain or absolute.

- Transitional knowing. Students move from acquiring knowledge to understanding knowledge. Peers take on a more active role in presenting knowledge. The nature of knowledge is partially certain and partially uncertain.
- Independent knowing. Students no longer see authorities as the only source of knowledge; instead, students view themselves as equals and hold their own opinions as valid. At this point, knowledge is uncertain because everyone has their own beliefs.
- Contextual knowing. Students still view knowledge as uncertain but no longer endorse everyone's ideas. Judgments are based on evidence in a particular context. Authorities become facilitators to promote the application of knowledge.

In conducting research on college students using her epistemological reflection model, Baxter Magolda (1992) found that both men and women experienced the four ways of knowing that I have described. She found that movement from one way of knowing to another was more similar between men and women than different. Absolute knowing was most prevalent in the freshmen students (68%). Her research also found that independent and contextual knowledge were not evident in any freshmen students. Her four intellectual perspectives evolved in a hierarchical pattern, with less complex forms being replaced by more complex forms.

Feminist scholars argue that many of the current developmental theories are male dominated (Delworth & Seeman, 1984; Gilligan, 1982). They believe these theories favor separation over connection, plus they tend to lean more towards an autonomous lifestyle rather than the interdependence of love and caring (Gilligan, 1982). In reviewing the existing literature on college student development it is clear that there are many interpretations of student

development. As the research continues, new theories will emerge to change the way student development is viewed (Upcraft & Gardner, 1989).

Involvement Theory

The theories that I have already described provide the researcher, as well as the practitioner, valuable tools to facilitate college freshman development. Another theory that is currently regarded as one of the premiere student development theories is Alexander Astin's involvement theory (Astin, 1993; Kuh et al., 1991; Upcraft & Gardner, 1989). Astin (1985, p. 60-61) points out, "true excellence lies in the institution's ability to affect its students and faculty favorably, to enhance their intellectual and scholarly development, and to make a positive difference in their lives." He finds that "students learn by becoming involved ... student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1985, p. 133-134). Astin's involvement theory consists of the following five postulates:

- Involvement refers to the investment of physical and psychological energy in various "objects". The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination).
- Regardless of its object, involvement occurs along a continuum. Different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
- Involvement has both quantitative and qualitative features. The extent of a student's involvement in, say, academic work can be measured quantitatively (how many hours the

student spent studying) and qualitatively (does the student review and comprehend reading assignments, or does the student simply stare at the textbook and daydream?).

- The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
- The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (pp. 135-136)

Astin reported in his article *Student Involvement: A Developmental Theory for Higher Education* (1984), that the involvement theory's principal advantage over other developmental theories is that it directs attention away from subject matter and technique and toward the motivation and behavior of the student.

Non-Traditional Student Development Theory

Many traditional student development theories have been sharply criticized for their limited ability to address the needs of persons of color (Atkinson, 1987; Pederson, 1988), the development of gay, lesbian or bisexual identity (Levine & Evans, 1991), and the development of returning adult learners. Critics of traditional developmental theories argue that being a minority culture, within a majority society, fosters unique developmental outcomes for the youth of that minority culture (Ivey, Ivey & Simek-Morgan, 1993; Pederson, 1988).

Upcraft and Gardner (1989) point out that many "developmental theories fail to acknowledge that the collegiate environment may affect minority students differently" (p. 48). Students of color may have to deal with environmental stressors (Suen, 1983) such as social isolation (Hughes, 1987; Rooney, 1985) and racism (Tryman, 1992; Tripp, 1991). Factors

effecting gay, lesbian or bisexual students may include harassment, isolation and discrimination (Obear, 1991). Adult learners differ from traditional college age students in that they enact a tendency towards self-directedness, their learning needs are generated by real-life tasks, and they are performance-centered in their orientation to learning (Knowles, 1980).

Some researchers have attempted to relate developmental theories to specific minority populations. Cross (1993) established his Black identity model for the African American. The premise of his model was based on a Black person's search for Afrocentricity (process of gaining a Black identity) in the 90s. Sexual identity models have also been developed to determine social factors, psychological change, and psychosocial issues affecting gays, lesbians, or bisexuals (Levine & Evans, 1991). Lee's (1977) social model was developed to focus on the person's recognition of being gay. Minton and McDonald (1984 cited in Levine & Evans, 1991) established a psychological development model which consisted of the following two developmental tasks: (a) forming a homosexual self-image, and (b) identity management. Cass developed the psychosocial model which identified six stages of gay, lesbian, or bisexual identity. In regards to adult learners, Knowles (1980) introduced the concept of "andragogy", which distinguishes adult learners from traditional aged students.

Student development is a dynamic and always changing process (Upcraft & Gardner, 1989). The introduction of non-traditional theories focusing on racial identity, sexual identity and the development of adult learners has helped to expand the theoretical concepts regarding student development. Student developmental theory is constantly evolving due to the rapid changes in society (Upcraft & Gardner, 1989). Although my program will be designed for traditional aged college freshmen, I feel that knowledge on the development of non-traditional students is necessary for adapting my program to meet the needs of these individuals in the Future.

Phase Three: Grounding Formal Developmental and Leadership Theory in the Context

Leadership Theory

Studies, conducted at higher education institutions, indicate the importance of developing leadership programs “so that students will learn and experience the values of a shared purpose as well as commitment to that purpose, even if it means sacrifice of individual needs or desires” (Strifflino & Saunders, 1989, p. 51). Therefore, the key goal of higher education institutions is to develop leaders who can integrate their ambitions with the needs of their organization. The integration between personal ambitions and organizational needs correlates with transformational leadership theory. As stated by Maccoby (1981 as cited in Hughes, 1989), transformational leaders are:

caring, respectful, responsible, and flexible people. The new age leader is not limited by organizational structure, is willing to share power, is introspective and conscious of weaknesses and strengths, is concerned with developing the self and others, is not afraid of “feminine” nurturing attributes, is conscious of the needs of people to live balanced lives, and is unafraid of emotions and disciplined subjectivity. (p. 22)

I have chosen transformational theory to be used in my leadership development program. A program based on transformational theory can promote student growth and prepare students for future leadership challenges in a diverse society (Hughes, 1989; Rosener, 1995; Rost, 1993).

Perry and Baxter Magolda's Cognitive Development

I have chosen two models of cognitive development that can be helpful in developing leadership programs. Perry's (1970) intellectual and ethical development model and Baxter Magolda's epistemological reflection model are both appropriate for the college freshman, male and female, because they were built on data gathered from and validated with traditional aged college students. Many researchers (Widick, 1975 as cited in King, 1978) have found that college students respond differently to various instructional techniques based on their level of intellectual development and "that both academic achievement and personal growth could be facilitated by proper matching of student development level with instructional approach" (King, 1978, p. 45).

Perry (1970) has described some of the fundamental changes that occur in young adults as they deal with the challenges of a college environment. His initial research indicated that most college freshmen entered universities in the dualism stage. Current studies show that college freshmen are most likely to be in Perry's position four or the multiplicity stage (Kurfiss, 1977 cited in King, 1978; Rodgers & Widick, 1980). Students in the multiplicity stage (King, 1978):

acknowledge that there are multiple perspectives to a given topic or problem, and those who hold different beliefs are no longer seen as being simply wrong. Questions which in dualism had single answers now have multiple answers. At this level, students are unable to adequately evaluate points of view and question the legitimacy of doing so. They assert that points of view or opinions are equally valid, and are therefore not subject to evaluation. After all, they say, "anyone has a right to an opinion" and "you can't judge opinions." ... By position four, students can see the difference between an unconsidered belief and a considered judgment. (p. 38)

Although Perry's theory can be helpful in identifying student development, his theory has some limitations. Clinchy and Zimmerman (1982, as cited in Baxter Magolda, 1992) reported having difficulties using Perry's scheme to interpret women's experiences. They found that women's thoughts appeared to be more tolerant and flexible than Perry's positions would indicate. The reason for this may be that Perry developed his model based predominantly on men (Belenky, Clinchy, Goldberger & Tarule, 1986 as cited in Baxter Magolda, 1992).

Baxter Magolda on the other hand, developed a model by integrating the way men and women think. In her research, Baxter Magolda (1992) found that gender may play a role in a student's way of knowing, although she believes that other issues like race and class, social relations and the nature of individual experiences also influence a student's way of knowing. Her research indicated that women, in the study, used some patterns of knowing different from men (and vice versa). However, there were no significant patterns that were exhibited exclusively by one gender or the other. Baxter Magolda indicated in her research that a small percent of college freshmen acquire and view knowledge in the transitional stage, although most college freshmen acquire knowledge in the absolute stage.

In reviewing Perry's and Baxter Magolda's models, I have found many similarities in regards to how they view freshmen students. In both theories the role of the learner is discussed and identified. The theories also view how the learner processes knowledge. The combination of these two models can help the practitioner develop programs which foster student development. I have developed my program to meet the needs of students in both the absolute knowing stage and the multiplicity stage of intellectual development. For students in the absolute stage, I will provide them with a moderate degree of structure through class instruction. The needs of

students in the multiplicity stage of development will be met through class discussions and involvement or experimental activities.

Kohlberg's Theory of Moral Reasoning

Identifying moral reasoning is an essential ingredient in the transformational leader. In his book titled *Leadership* (1978), Burns transformational leader engaged:

with others in such a way that leaders and followers raise one another to higher levels of motivation and morality ... Their purposes which might have started out as separate but related ... become fused ... as mutual support for common purpose ... transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus has a transforming effect on both. (p. 20)

Based on Burn's definition, the level of moral development is essential in the process of ethical transformational leadership. Smith (1978) stated that college students either hold to conventional levels of moral development or begin to question them. My leadership program takes into account students who are at the conventional level of moral development. My program gives students the opportunity to assess their moral development by conducting a values judgment activity. Students will also be provided with activities that promote group interaction, build upon relationships and foster trust between group members. In order to help students move to higher levels of morale development they will be provided with challenge and support.

Moral development is related to cognitive advance and to moral behavior (Kohlberg, 1976). Kohlberg (1976) found that cognitive stimulation is necessary for moral development, but cognitive development will not directly lead to moral development. Other factors involved in moral development include the effects the social environment has on moral development.

Kohlberg claims that moral development is uni-directional and it occurs in a step-by-step sequence. Moral stages of reasoning develop in a rigid sequential pattern, without regression.

Chickering and Reisser's Developmental Theory

Chickering and Reisser's model (1993) has many direct applications to leadership theory and freshman success. According to Chickering (1969), college freshmen normally deal with the following four vectors: (a) developing competence, (b) managing emotions, (c) moving through autonomy toward interdependence and (d) establishing identity.

Chickering (1969) stated that many freshmen students will be on their own for the first time, free from parental influence and restrictions. These students will be establishing themselves as autonomous. Many of these students will vacillate from dependence to independence. Confusion may result at this time because most students are economically and possibly emotionally dependent on their parents (Moore, Peterson & Wirag, 1984 as cited in Upcraft, 1984). These students will become more aware of both their intellectual and emotional levels.

Traditional freshmen are also late adolescents, with the need to identify with one another. There is a great deal of evidence that shows peer groups play a critical part in helping freshmen students develop support systems (Upcraft, 1984; Upcraft & Gardner, 1989). Because of their need for support, many freshmen students will identify with groups that have common backgrounds, interests, personality types and goals. It is a goal of many students to be accepted and liked by their peer groups. Therefore students are susceptible and easily influenced by group norms and behaviors. The result is the transfer of individual power to the group. It is essential at this developmental stage that the university provide programs which can help students move through this period of development in order help students establish their identity (Upcraft, 1984).

Many developmental as well as leadership theorists have identified the importance of students achieving independence and autonomy in order to establish a clearer sense of identity (Chickering, 1969; Chickering & Reisser, 1993).

My leadership program will address the needs of adolescent students. The program will initially focus on building a supportive environment. Students will develop their personal identity through self-assessment exercises. They will also engage in assertiveness training activities.

Involvement Theory

In order to develop students morally, socially, academically and politically, it is important to provide students with out of classroom activities (co-curricular), as well as in class activities (Astin, 1985; Kuh et al., 1991). Research on traditional aged college students shows that students who are involved in cocurricular activities report increased intellectual and leadership development (Astin, 1993; Baxter Magolda, 1992; Kuh et al., 1991).

In regards to the development of freshmen students, leadership programs have a significant effect on student success. Cooper, Healy and Simpson (1994) found significant differences between leaders and non-leaders as freshmen. They found that students who held leadership positions in student organizations scored higher than non-leaders on "developing purpose, educational involvement, career planning, lifestyle planning and life management at the time of matriculation" (p. 100). In support of leadership involvement, Chambers (1992) found that involvement had direct links to positive college student outcomes. Based on current research, initiating programs such as leadership development can enhance freshman success (Upcraft & Gardner, 1989).

Conclusion

Many researchers (Widick, 1975 as cited in King, 1978) have found that college students respond differently to various instructional techniques based on their level of intellectual development and “that both academic achievement and personal growth could be facilitated by proper matching of student development level with instructional approach” (King, 1978, p. 45). In my leadership program, I intend to integrate student developmental theory, including cognitive development and moral reasoning , with leadership theory. My methods of instruction will include experiential involvement activities.

Phase Four: Goals for the Leadership Program

Goals

Roberts and Ullom (1989) have found that student leadership is most effective when a comprehensive approach is taken to leadership development. The Comprehensive Leadership Program Model (Anthony & Roberts, 1979, as cited in Anthony-Gonzalez & Roberts, 1981) provides a framework in which to plan and deliver a broadly based program to meet the needs of all student leaders. In review, the model is based on the separation and differentiation of the following three terms: (a) training, (b) education and (c) development. Based on the developmental needs and expectations of traditional college freshmen, I will present my leadership development goals. The goals will grouped in the areas of training, education and development.

Training

- To provide leadership skills development to Central State University freshmen students.
- To develop and improve skills in the areas of communication and team building.

- To develop and improve skills in time management.

Education

- To expose students to basic concepts in the area of leadership theory.
- To relate personal and organizational skills to philosophy relative to leadership development.
- To reinforce the connection between leadership and community responsibility and to encourage students to get involved in the university and local communities.
- To introduce and facilitate student recognition of “masculine” and “feminine” leadership stereotypes.

Development

- To critically examine personal values and recognize the impact values have on leadership identity (Chickering & Reisser, 1993, vector five).
- To develop competence (Chickering & Reisser, 1993, vector one) by assessing and integrating alternative leadership styles into current and future leadership situations.
- To gain an appreciation of interdependence (Chickering & Reisser, 1993, vector three) through the use of collaboration and team work.
- To promote self-control and self-expression by establishing an environment that is conducive to communication, trust, and respect (Chickering & Reisser, 1993, vector two).

Phase Five: Leadership Program:

Today's Leaders for Tomorrow (TLT)

Rationale

The literature presented supports the claim that leadership programs have a positive impact on college freshmen. According to Astin (1985), student involvement in out of classroom activities will provide opportunities for students to develop and grow socially, morally, academically and politically. Integrating academic and social involvement in leadership programming, have been related to increased persistence (Astin, 1985), satisfaction and retention of college freshmen (Kuh et al., 1991). The Today's Leaders for Tomorrow (TLT) program is based on the theoretical principle that college freshmen need the opportunity to develop "life skills" that will help them integrate into the campus academic and social system (Chambers, 1992). These "life skills" include self-knowledge/awareness, values clarification and communication skills. The program is also based on four of Chickering and Reisser's (1993) vectors of college student development. These vectors include developing competence, managing emotions, moving through autonomy toward interdependence, and establishing identity.

In addition, TLT will provide students the opportunity to identify their own leadership values and needs regardless of stereotypical male and female leadership characteristics. In the past, leadership effectiveness was based on masculine and feminine leadership traits and behaviors that were polar opposites (Helgesen, 1990, Hughes, 1989). Men and women who did not follow socially ascribed leadership characteristics were seen as deviant (Bem, 1975). TLT will view stereotypical masculine and feminine leadership characteristics as being equally important and necessary for both men and women students (Hughes, 1989). Students will be provided with a

comfortable environment were they will be able to identify their own unique leadership characteristics based upon their personal values and needs.

The TLT Program will provide students the opportunity to become aware of their own unique leadership qualities and to apply their qualities to being an effective leader. Through the program, students will further develop their personality and enhance their knowledge and skills of leadership development. The result of this experience is that student leaders will become productive members of the university, as well as the community.

Gaining Administrative and Faculty Support

The first step in implementing the TLT Program is to gain the support of the unit supervisor and the head of the student life division. After discussing the program with administrators, it would be appropriate to follow through with a formal letter (Appendix A). Included with this letter will be a summary of the TLT goals (Appendix B) and a course outline noting dates, time and place for the program (Appendix C). A letter will then be sent to university faculty to gain their support and to ask them to provide a list of possible leadership program candidates (Appendix D).

Recruitment

The TLT Program is designed to have 30 participants. In order to maintain a diverse mix of students, the participants will be selected by a process that maintains a gender mix of 50 percent males and 50 percent females. The participants will be interviewed and selected by a committee that consists of faculty, staff and/or students. Selection will be based on the following criteria:

- Has displayed leadership potential, or demonstrated leadership ability.

- Is interested in campus governance, programs and activities.
- Shows commitment to the concept of community service and involvement.
- Has the ability to perform well academically while being actively involved in a leadership program.
- Displays commitment to personal and professional growth.

Minimum qualifications for the TLT Program include that applicants:

- Be in good standing at Central State University.
- Have completed at least 15 credit hours.
- Have and maintain a 2.25 or better grade point average.

Program

After identifying the top TLT Program candidates, a letter (Appendix F) will be sent to these freshmen students, informing them that they have been selected to participate in the TLT Program. The letter will also include a copy of the program schedule (Appendix C). The candidates will send back the bottom portion of the letter (Appendix F) to either accept or decline the offer. It will be a must to keep a list of alternates in case some of the candidates decide not to participate.

The TLT Program Design

The TLT Program will be structured by the following guidelines:

- Group co-leaders: Staff member from the Center of Student Leadership and a graduate student from counselor education or counseling psychology.

- **Facilitators:** Six to eight students. These students will be volunteer student leaders during the first year. After the first year, leaders will be selected from the prior year's TLT participants.
- **Duration of program:** Eight weeks. Closed group meetings are held each week from one hour to one hour and thirty minutes depending on the activity. The sessions will average one hour and fifteen minutes in length.
- **Meeting Location:** Designated room in student activities center.
- **Attendance:** Attendance is not mandatory, although the student must provide notification to the group leader prior to missing a session. The philosophy on attendance is based on the fact that leaders need to be self driven and not coerced.

TLT Training Program Outline

1. WEEK ONE - "My Personal Shield"

- **Goal:** To create support systems that facilitate communication, trust, and respect.
- **Summary:** The first session will be devoted to the introduction of group members and facilitators. General introductory information will be provided regarding the TLT Program, plus the LEAD Inventory will be taken and discussed.

2. WEEK TWO - "Assessment of Leadership Style"

- **Goal:** To assess and integrate alternative leadership styles into current and future leadership situations.
- **Summary:** This activity is designed to introduce students to the task of leadership and management. Students will assess their leadership style through the use of the T-P leadership style questionnaire.

3. WEEK THREE - "Team Building"

- Goal: To gain an appreciation of interdependence through the use of collaboration and team work.
- Summary: This activity provides an overview on the concept of teamwork; introduces a variety of typical individual behaviors within an effective team; and provides an opportunity for individuals to identify their own typical behavior within a group.

4. WEEK FOUR - "Values Clarification"

- Goal: To critically examine personal values and recognize the impact values have on leadership identity.
- Summary: Participants will have the opportunity to learn the impact values have on their leadership styles. First students will be provided formal information on values. After the large group discussion, small groups will evaluate situations that force them to make value judgments.

5. WEEK FIVE - "Giving and Receiving Feedback"

- Goal: To develop and improve skills in the areas of communication and team building.
- Summary: This activity provides group members the opportunity to learn how to conduct effective feedback by role playing in small groups.

6. WEEK SIX - "Time Management"

- Goal: To develop and improve skills in time management.
- Summary: Students will be provided an overview of the concept of time management. After learning about time management, students will complete a survey that will help them to identify their current time management skills and attitudes. Suggestions will be made on ways

to improve their time management skills. The students will then conduct a role play in which they have the opportunity to practice saying “no” in order to complete school work.

WEEK SEVEN - “Leadership Beyond Sex Roles”

- Goal: To introduce and facilitate student recognition of “masculine” and “feminine” leadership stereotypes.
- Summary: This activity will provide students the opportunity to identify their personal stereotypes regarding male and female leaders and/or managers. After gender leadership/management stereotypes are discussed, then students will conduct an activity that helps them to recognize and understand the use or misuse of stereotypes.

WEEK EIGHT - “Community Service and Leadership”

- Goal: To reinforce the connection between leadership and community responsibility and to encourage students to get involved in the university and local communities.
- Summary: This session will introduce students to the concept of community service and leadership. The activity will provide the participant the opportunity to integrate their leadership knowledge with community and campus volunteer work. At the completion of the activity, a review will be conducted in order to assess the TLT Program. The final event will be a speech by the Central State University President and the presentation of the TLT Completion Certificates.

Note: Each of these eight leadership development sessions are described in detail in Appendix G.

Program Evaluation

Evaluation of Today's Leaders Today Program (TLT) will be determined by assessing the following areas:

- Attendance - students' desire in attending the TLT Program.
- Involvement - students' motivation to participate in group discussions and activities.
This will be measured by feedback from small group facilitators.
- Suggestion box - students' feedback regarding specific program activities.
- Evaluation form (Appendix G) - students' and group facilitators' thoughts and feelings on the overall quality of the TLT Program. This form will be distributed at the end of the seventh session.
- Informal discussion - TLT participants will conduct an informal discussion during the eighth training session to assess students' feelings and thoughts regarding the TLT Program. The feedback session will be qualitative in nature.

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Table 1Distinguishing Leadership from Management

LEADERSHIP	VS.	MANAGEMENT
<ul style="list-style-type: none">• Influence relationship• Leaders and followers• Intend real change• Intended changes reflect mutual purposes		<ul style="list-style-type: none">Authority relationshipManagers and subordinatesProduce and sell goods and/or servicesGoods/Services result from coordinated activities

Reference

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Table 2

The Grounded Formal Theory Approach

Phase One: Focus on a problem, a context and a population

Phase Two: Select useful and useable formal theories

Phase Three: Ground the formal theories in the context

Phase Four: Formulate goals

Phase Five: Design interventions or programs

Phase Six: Examine the theory-in-use of the staff and conduct a process evaluation

Phase Seven: Evaluate the intervention/program and selected theoretical questions

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Table 3Population Demographics of Central State University and Limestone, Pennsylvania

Group	Campus	Community
Male	50%	N/A
Female	50%	N/A
African American	3%	*2%
Asian Americans	2%	1%
Hispanic/Latino Americans	2%	2%
Native Americans	.05%	.03%
International Populations	3%	*1%

* These African American and International residents hold staff and faculty positions at the University. They generally leave the community after 3-5 years.

Note. 1. About 90% of the population of Central State is traditionally-aged undergraduate students, 3% are adult learners (community members) and 7% are graduate students.
2. The socio-economic status of the students is middle-class.

Appendix A

Letter to the Student Life Administrator

Address

Date

Name

Title

Address

Dear Student Life Administrator:

I appreciate you taking time out of your busy schedule to discuss the Today's Leaders for Tomorrow (TLT) Program with me. Enclosed is a copy of TLT's goals (Appendix B). The goals will help you to see the benefits the university can have in implementing this leadership program for freshmen students. Also enclosed is a course syllabus (Appendix C) outlining dates, time and location of the program.

The leadership program is an effort to help students develop their leadership skills and adjust to the collegiate environment. The TLT Program will provide students the opportunity to become aware of their own unique leadership qualities and to apply their qualities to being an effective leader within the campus community.

I appreciate your support in providing freshmen students a quality leadership program. If you have any questions or suggestions please feel free to give me a call (place phone number here).

Thank you.

Sincerely,

Name

Appendix B

TLT Goals

Tomorrow's Leaders Today (TLT)

Mission Statement:

The mission of the TLT Program is to provide an atmosphere where students can form a community that promotes the training of leadership skills, allows students to develop and practice these skills and assists in implementing students' talents through group and individual projects. TLT will provide freshmen students an early opportunity to develop their own unique leadership qualities and help them to apply their qualities to become actively involved in the college experience. The end result of this program is to provide students with the skills necessary to be an effective leader and contributor within their community.

Goals of TLT:

Training:

- To provide leadership skills development to Central State University Students.
- To develop and improve skills in the areas of communication and team building.
- To develop and improve skills in time management.

Education:

- To expose students to basic concepts in the area of leadership theory.
- To relate personal and organizational skills to philosophy relative to leadership development.
- To reinforce the connection between leadership and community responsibility and to encourage students to get involved in the university and local communities.
- To introduce and facilitate student recognition of "masculine" and "feminine" leadership stereotypes.

Development:

- To critically examine personal values and recognize the impact values have on leadership identity (Chickering & Reisser, 1993, vector five).
- To develop competence (Chickering & Reisser, 1993, vector one) by assessing and integrating alternative leadership styles into current and future leadership situations.
- To gain an appreciation of interdependence (Chickering & Reisser, 1993, vector three) through the use of collaboration and team work.
- To promote self-control and self-expression by establishing an environment that is conducive to communication, trust, and respect (Chickering & Reisser, 1993, vector two).

Appendix CTLT Syllabus**Dates and Program Outline:**

DATE	ACTIVITY	LOCATION
Feb. 5	Overview Defining Leadership LPI Inventory	Tiger Hall Lounge
Feb. 12	Assessment of Personal Leadership Style T-P Questionnaire	310 Tiger Hall
Feb. 19	Team Building	Tiger Hall Lounge
Feb. 26	Impact of Values on Leadership	Tiger Hall Lounge
Mar. 5	Communication Skills Giving/Receiving Feedback	Tiger Hall Lounge
Mar. 12	Time Management	310 Tiger Hall
Mar. 19	Stereotypes: Leadership Beyond Sex Roles Guest: Dr. Terri Ward	Tiger Hall Lounge
Mar. 26	Service Leadership Evaluation Receive Certificate Guest: President of Central State University	Tiger Auditorium

TLT MEETING TIME:

Group meetings will begin at 6:30 PM and end at 7:45, except 5 Feb. and 26 Mar which will begin at 6:30 P.M. and end at 8:00 PM.

Appendix D

Letter to Faculty

Address

Date

Name

Title

Address

Dear Faculty Member:

Applications and/or nominations are being accepted for the leadership program: Tomorrow's Leaders Today (TLT) for the Spring Semester. The purpose of TLT is to offer freshmen students the opportunity to develop and/or enhance leadership skills that will help them in their professional and personal lives. The program will help freshmen students integrate into the campus academic and social system. TLT will help these freshmen students to become aware of their own unique leadership qualities and to apply their qualities to being effective leaders and students at this university.

The application deadline is (place date here). If you are aware of a student or students who would benefit from participation in this program please encourage them to apply or give me their names and I will send them an application. We are looking not only for active student leaders but also for those students who exhibit leadership potential but just need that extra "push" to get them going.

I have attached an application form along with a questionnaire (Appendix E) for your review and/or distribution to students. Also enclosed is a copy of the goals of the TLT Leadership Program (Appendix B). If you need information regarding the program feel free to contact me at (place phone number here).

Thank you for your assistance.

Sincerely,

Name

Appendix E

TLT Program Application

**Today's Leaders Tomorrow (TLT)
Application**

Name: _____

Social Security Number: _____

Central State Address: _____ Telephone #: _____

Summer Address: _____ Telephone#: _____

Major (if applicable): _____

Minor (if applicable): _____

Cumulative Grade Point Average: _____

Gender (circle one):

1) Female

2) Male

Appendix E (continued)

TLT Program Application

Please provide written responses to the following questions:

(Responses should be thorough yet brief, preferably typed.)

1. What can you tell us about yourself that demonstrates your leadership potential (include offices held, projects organized, groups participated in, etc.)?
2. Why do you want to be a participant in the Leadership Program?
3. What personal benefits do you anticipate receiving from participation in this program (personal growth, skill development, etc.)?
4. Why is it important for leaders to value responsibility toward community service and/or community involvement?

Please return this application to the Student Services Office (Building Number and address) no later than (date). If you have any questions regarding the program do not hesitate to contact (Name, Director of Student Life: Leadership Development, at (phone number).

The Leadership Program, TLT, seeks to develop Central State University student leaders and does not discriminate on the basis of gender, race, creed, national origin, disability, religion or sexual orientation.

Appendix F

Letter to the Leadership Candidates

To: TLT Candidates

From: Name of Program Director

Re: Tomorrow's Leaders Today (TLT)

Date:

I am writing this letter to congratulate you for being selected to take part in the Tomorrow's Leaders Today (TLT) Program. This program was established to identify and train freshmen students who have leadership potential. The TLT Program will provide you with the necessary skills needed to survive in this college environment. Enclosed you will find a summary of TLT's goals (Appendix B).

Please complete the bottom portion of this letter to notify me of your participation in TLT. If you have any questions concerning TLT or would like to discuss this great opportunity please feel free to call me at (814) 678-2120.

Name: _____

Campus Address: _____

Campus Phone: _____

_____ Yes, I would like to volunteer and be a part of TLT.

_____ No, I am not able to participate in the program at this time.

Appendix G

TLT Program

“My Personal Shield” - Session One

Activity Summary

The first session will be devoted to the introduction of group members and facilitators. General introductory information will be provided regarding the TLT Program, plus the LEAD Inventory will be taken (*Note: This introductory leadership activity will take approximately one hour and thirty minutes).

Objectives

- a. To promote participants becoming acquainted with each other (icebreaker).
- b. To create an atmosphere of trust and support.
- c. To establish the ground rules and goals of the program.
- d. To provide students an opportunity to gain a greater awareness of their personal leadership style by taking the LEAD Inventory.

Materials Needed

- a. Pencils for the inventory
 - b. Lapboards
 - c. Copies of the “My Personal Shield” (Handout One).
 - d. Copies of the Goals (Appendix B).
 - e. Index Cards
 - f. LEAD Questionnaire
 - g. LEAD Directions for Self Scoring and Analysis
- * Note: LEAD is a copy written document, the instrument must be purchased.

Administration of Exercise

- a. Introduction (15 minutes). The TLT instructor will introduce himself or herself along with his or her group facilitators. Once the introductions are completed, the group facilitator will hand out and discuss the TLT goals (Appendix B).
- b. Ice Breaker (15 minutes). After the introduction, the group facilitator will divide the students into small groups (six members, including a facilitator). Once the small groups are formed, the facilitators will pass out the “My Personal Shield” handout (Handout One). Group members will break into pairs of two and discuss their responses to the questions on the handout for about five minutes. The partners will then introduce each other to the group by providing two of their partner’s responses from the Shield exercise. Individuals will have an opportunity to introduce their partners to their small group.
- c. Administer the LEAD Inventory (15 minutes). At this point, the participants will move back to the large group. The group leader will pass out the inventory and explain how to fill it out. The students will then begin to take the inventory.

Appendix G (continued)TLT Program**“My Personal Shield” - Session One (continued)**

d. Scoring (15 minutes). Upon the completion of the inventory, the LEAD directions on scoring will be handed out. Participants will score their own surveys. The results will be totaled and students will discuss their findings (students will write their scores on an index card and hand it in prior to leaving the room).

e. Summary (15 minutes). After discussing the inventory results, the group leader will provide a lecture on the following topics:

1. Provide a summary of the LEAD leadership profile, which includes the following leadership characteristics: (a) delegating, (b) participating, (c) selling and (d) telling.
2. Summarize that the challenge of this program is to find your most comfortable personal leadership style.

f. Conclusion. The group leader will ask if there are any questions regarding the inventory. The group leader collects the index cards at the door. The index cards will include the individual's name and LEAD scores.

Appendix G (continued)

TLT Program

“My Personal Shield” - Session One (continued)

Handout: Number One

<p>1.) What do you do best?</p>	<p>2.) What are your greatest personal achievements?</p>
<p>3.) What do you regard as your greatest personal failure?</p>	<p>4.) What is the material possession most significant to you?</p>
<p>5.) What is one value, or a deep commitment, from which you would never budge?</p>	<p>6.) If you died today, what three things would you want people to say about you?</p>

Note: This activity adapted from Narcum, N.J. (1994). A guide to student leadership training. Pennsylvania State University, AT&T Center for Service Leadership.

Appendix G (continued)**TLT Program****“Assessment of Leadership Style” - Session Two****Activity Summary**

This activity is designed to introduce students to the task of leadership and management. Students will also assess their leadership style through the use of the T-P leadership style questionnaire. This questionnaire will measure students' concern for task (T) versus their concern for people (P).

Objectives

- a. To expose the students to basic concepts in the area of leadership theory.
- b. To conduct an assessment of individual leadership styles by using the T-P Questionnaire.
- c. To help students become aware of their own personal leadership style so they can develop a personal leadership philosophy.

Materials Needed

- a. T-P Questionnaire, T-P Profile Sheet, and directions for scoring (Note: The T-P is a copy written document, therefore the questionnaire must be purchased).
- b. Example for the T-P Spectrum Exercise (Handout One)
- c. Pencils
- d. Butcher Board for plotting the group's leadership profile
- e. Index cards for T-P spectrum exercises
- f. Chalk Board

Administration of Exercise

- a. Introduction (10 minutes). Initially the group leader will ask group participants to define leadership (writing their responses on the chalkboard). After soliciting ideas from participants, the group leader will provide transformational definitions for leadership as stated by researchers such as Bass, Gardner, Astin and Rost. After discussing the definitions, the group leader will ask students to determine what definition of leadership seems to be most effective for them.
- b. Administer instrument (10 minutes). After completing the introduction, the group leader will provide instructions on how to fill out the T-P Questionnaire. Ensure that the group is informed of the importance of using their own personal situation when taking the inventory. There are no right or wrong answers, this instrument is in reference to one's own personal style. Pass out the questionnaire sheets.
- c. Scoring (10 minutes). Upon completion of the questionnaire, pass out the directions for scoring the T-P leadership Sheets. Participants will score their own instruments. Once the participants have scored their questionnaires, the group leader will tally the results on butcher board.

Appendix G (continued)TLT Program**“Assessment of Leadership Style” - Session Two (continued)**

d. Profile Plotting and discussion of what the results mean (10 minutes). Students will use the profile sheet to determine inventory results. After students have plotted their results, then the group leader will discuss T (concern for task) versus P (concern for people).

The group leader should tell the students that the purpose of the inventory is to help students become more aware of their personal leadership styles. The leader will then tell students that they should aim for high morale and productivity (shared leadership).

e. T-P spectrum (20 minutes). This is an exercise to solicit group participation and discussion. The following is a list of instructions for this portion:

1. Have index cards with a “T” (task) on one, “P” (people) on another. Place the cards in front of the room (on chalk board or wall) at different ends.



2. Use index card with words printed on them from the list provided on Handout One.
3. Hold up card and have participants call out which end of the T-P spectrum to place it. Have participants give reasons for their answers. Then attach the card on the spectrum.
4. Continue this with as many cards as time permits.
5. Provide a summary of the exercise.

f. Conclusion (10 minutes). The leader will summarize the workshop and allow for any questions.

Note: This activity adapted from Narcum, N.J. (1994). A guide to student leadership training. Pennsylvania State University, AT&T Center for Service Leadership.

Appendix G (continued)

TLT Program

"Assessment of Leadership Style" - Session Two (continued)

Handout: Number One

Words for Association: T-P Spectrum

People	Telling a procedure
Friendship	Release time for personal task
Focus on Relationship	Research
Listening	Shared
Organization	Reward/Recognize Creativity
Delegate Job	Focus on Skill
Time Management	Encourage Teamwork
Task	Participating in employee's task
Deadline	Encourage input of an idea
Budgets	Selling an Idea
Encouragement	

Appendix G (continued)**TLT Program****“Team Building” - Session Three****Activity Summary**

This activity provides an overview on the concept of teamwork; introduces a variety of typical individual behaviors within an effective team; and provides an opportunity for individuals to identify their own typical behavior within a group.

Objectives

- a. To provide a practical understanding of the value of team work.
- b. To provide each member the opportunity to explore their own leadership characteristics in a dynamic and changing environment.
- c. To provide team members the opportunity to observe each others' leadership styles.
- d. To build group cohesion and trust.

Materials Needed

- a. 100 feet of Masking Tape
- b. 15 Blindfolds (recommend bandannas)
- c. 15 Armbands
- d. Time keeper (wrist watch or stop watch)
- e. An open space of at least 20' by 30'
- f. Measuring Tape
- g. Four judges to observe the exercise

Administration of Exercise

- a. Preparation (10 minutes). Prior to the scheduled program, the facilitators will mark (using tape) two areas measuring 18 feet long by 1 foot wide. The area will be referred to as a beam.
- b. Introduction (5 minutes). The program will begin with a quick introduction of the goals by the group trainer. Once the objectives are presented, the group will split into two even groups. Each group will stand on their own beam. The members of each group will stand side-by-side on the marked beams. Members on each beam will then count off from one to fifteen in sequential order.

The objective of the activity is for the group members to reverse themselves so the number one person replaces the fifteenth person and the second person moves to replace the fourteenth person and so on. The end result of the exercise is that the group will be in inverse order. Before the activity begins, group members will be informed of the following rules:

1. The two teams will have 30 minutes to accomplish their mission of reversing their order.
2. Team members can not step off the beam. If a member steps off the beam, then he or she must go to the starting end and work their way back toward their desired position.

Appendix G (continued)TLT Program**“Team Building” - Session Three (continued)**

3. Referees' rule will be final.
4. An equal amount of armbands and blindfolds will be placed on each team.
5. If a blindfold is placed on a team member, then they will lose all sight and must be guided by other team members.
6. If an armband is placed on a team member, then they lose the ability to speak or talk.
7. Although this is a race between teams, the focus is to observe group interaction and to be prepared to talk about the leadership dynamics that are observed.

Note: The key to making this a successful exercise is to allow minimal time for the teams to develop a plan.

d. Conduct the Team Building Exercise (35 minutes). The teams will negotiate the situational training exercise (STX). It is helpful to allow the team some initial success by not immediately impairing members with the armbands and blindfolds. Although, as leaders are observed, they should be given an arm band or blindfold to see if other members take over the leadership role.

e. Discussion (15 minutes). After the completion of the leadership STX, have the two groups meet on opposite ends of the room with their facilitators to discuss the team work that was observed during the STX. The focus of the discussion will be on the following areas:

1. The value of team work on accomplishing an assigned task.
2. How did it feel when ...? (Team members will probably be feeling helpless in the beginning and then feel better when a plan was developed.)
3. Who were the leaders and who were the followers? What was the relationship between leaders and followers and how could the relationship have been improved?
4. The effects of communication in accomplishing a team assignment.
5. Lessons learned or observed, both strengths and limitations.

f. Lecture (15 minutes). Group leader conducts a presentation describing the tasks of team work and optimum teamwork characteristics. The presentation will cover the following major topics:

1. Define: What is a Team?
2. What are the characteristics of a team versus a group?
3. State optimum teamwork characteristics.
4. What periodic checks would be necessary to prevent internal problems from occurring within a team?

Note: Based on an activity conducted by C.E. Phelps (1995). Activity conducted in CN ED 553 at Pennsylvania State University.

Appendix G (continued)**TLT Program****“Values Clarification” - Session Four****Activity Summary**

Participants will have the opportunity to learn the impact values have on their leadership styles. First students will be provided formal information on values. After the large group discussion, small groups will evaluate situations that force them to make value judgments.

Objectives

- a. To educate students as to why values clarification is important.
- b. To provide an opportunity for students to recognize their own values and value system.
- c. To place students in a structured situation where their thought process is confronted through group and individual interactions.
- d. To provide students the opportunity to observe how the values of various group members impact group decisions.

Materials Needed

- a. 30 Lapboards
- b. 30 Pens or Pencils
- c. Copies of the Jet Plane Exercise (Handout One)

Administration of Exercise

a. Lecture (20 minutes). The group leader will begin the training session with a lecture on values. He or she will cover the following areas (lecturer should discuss questions with the group prior to providing students with the answers):

1. Define the term values.
2. Define value system.
3. Tell why values are important to leaders.
4. State what values are important for leaders.
5. Determine what impact a leader's personal values have on his/her group.

b. Conduct the Jet Plane Exercise (40 minutes). Break the group up into three groups of ten people. The groups of ten people will conduct the Jet Plane Exercise (Handout One). The groups will then begin the process of selecting ten people, from a given list, who they would choose to save if they were in a plane crash. Once the group chose the ten survivors, then the group facilitators would discuss the process of selection. Here are a few sample questions:

1. Was it difficult to choose one person over another?
2. Were you influenced by your current peer group? If so, then why?
3. Were you open and honest about your opinions and feelings?

Appendix G (continued)

TLT Program

“Values Clarification” - Session Four (continued)

4. How do you see the difficulty of these choices relating to decisions you make every day?
5. Were any of you surprised at your results?

c. Lecture and Group Discussion on Values (15 minutes). After completing the Jet Plane Activity, the groups will turn their attention back to the group leader for a review of the term value. The group leader will relate the Jet Plane Activity to the process of identifying one's values. The group leader will also review the following concepts regarding values:

1. Values are learned and flexible.
2. It is important to be aware of values prior to making leadership decisions.
3. Not everyone will share the same values/value system.
4. An individual is responsible for his/her own behavior.

Note: This activity adapted from Narcum, N.J. (1994). A guide to student leadership training. Pennsylvania State University, AT&T Center for Service Leadership.

Appendix G (continued)TLT Program**“Values Clarification” - Session Four (continued)****Handout: Number One**

You are the survivors of a jumbo jet which has gone down in the Atlantic Ocean. There is only one life raft. It will hold ten people. You must decide by consensus who will be saved from the following passenger list. You have about 20 minutes before the plane sinks and takes all of you down with it. The passengers are:

1. **Navy Officer** - 33; single; member of a SEAL Team that is trained in special water operations. He is extremely physically fit.
2. **Black Panther Leader** - 35; single; en route to France to organize Black Panther contingents among oppressed French Blacks, and to train cadre for a revolution in that country.
3. **Doctor** - 65; married; three children over 21; gave up lucrative practice because he believes he has discovered a possible cure for AIDS.
4. **Leader of the KKK** - 45; married; resigned from the KKK because he found the lord. He is now reborn and active in supporting members of the KKK who want to resign from intolerance and racism.
5. **Women's Liberation Leader** - 34; single going to France to address international meeting of advocates for her cause.
6. **Stewardess** - 22; single; former Miss America.
7. **Merchant Marine** - 47; single; gambler; former ship captain; excellent knowledge of the sea.
8. **Musician** - 41; African American; blind; en route to Europe for a world tour.
9. **Minister** - 35; married; on his way to England for vacation.
10. **Nun** - 29; single; specializes in working with mentally challenged children.
11. **Farmer** - 43; married; on his way to Africa to work with A.I.D.; superb hunter and fisher; former Marine with survival training; suffered heart attack two years ago.
12. **Nurse** - 32; single; four months pregnant.

Appendix G (continued)

TLT Program

“Values Clarification” - Session Four (continued)

Handout: Number One (continued)

13. **Student** - 21; single; going to Sweden to evade draft; currently failing out of medical school; upon graduation, plans to work in a ghetto community.

14. **Peace Corps Member** - 25; married; returning to her post and husband in Nigeria; married three months.

15. **FBI Agent** - 36; married; three children ages one, two and three; about to leave government work and has memorized vital information concerning a government overthrow in Algeria.

16. **Fugitive** - 35; single; former Ivy League college professor; escaped from prison where he was serving a sentence for having sex with a minor; seeks asylum in a foreign country where he will renounce his U.S. citizenship.

17. **Girl** - flying to a boarding school in Paris, France; member of a wealthy family; crippled from birth.

18. **Banker** - 44; has six children; ages 10-22; leading John Birch Society member.

19. **Widow** - 71; en route to Greece to fulfill promise to husband that she would visit their old home once more. The trip cost her life's savings.

20. **Gay Activist** - 39; single; member of the President's Gay Commission; is against mandatory drug testing for AIDS.

Appendix G (continued)**TLT Program****“Giving/Receiving Feedback” - Session Five****Activity Summary**

Provide group members the opportunity to learn how to conduct effective feedback by role playing in dyads.

Objectives

- a. To develop an understanding of the process of feedback.
- b. To understand the impact proper feedback can have on the performance of a team.
- c. To become more proficient with providing feedback to fellow group members.
- d. To become aware of one's feedback style and how it may affect other individuals.
- e. To help students gain confidence in their ability to provide feedback.

Materials Needed

- a. Index Cards
- b. Pencils or Pens
- c. Paper

Administration of Exercise

- a. Define Feedback (10 minutes). The group leader will discuss the process of feedback, both positive and performance enhancing feedback. The instructor will discuss that feedback should be congruent with one's internal feelings and thoughts. For example, verbal expressions should be congruent with nonverbal feelings.
- b. Icebreaker (15 minutes). The group leader will instruct each participant to take an index card off a table. Each card will contain a written statement. Statements will include scenarios about a situation. For example, Lisa was meeting Sue for lunch. An hour went by and Sue never showed at their designated meeting place. The participants will break up into dyads. Once in dyads, each participant will read the statement, from their card, to the other group members. Each participant should then provide feedback, in their own style on how they would confront the person in the scenario. In this case, how would they react to Sue not showing up for lunch.
- c. Discussion of Exercise (10 minutes). Upon completion of the exercise, participants will return to their seats. Once seated, the group leader will ask what group members noticed about feedback.
- d. Demonstration of Skills (15 minutes). Group trainer and co-trainer will role play an improper form of feedback. In the case of Lisa and Sue, improper feedback would include “I waited for you for an hour at the restaurant, but I guess you just blew me off” (stated in a sarcastic manner). Once complete, the instructor will discuss with the participants what they observed during the role play. After a brief discussion, the leader and co-facilitator will role play using the proper format.

Appendix G (continued)**TLT Program****“Giving/Receiving Feedback” - Session Five (continued)**

For example, “Sue, after you did not show up at the restaurant, I realized something must have come up and you were not able to reach me” (stated in a concerned manner). After the proper feedback is displayed, the leader will conduct a discussion with the participants that will address the following:

1. Was the feedback specific and did it explain the behavior?
2. Did the feedback communicate how the sender was feeling?

e. Lecture (10 minutes). The group leader will conduct a lecture on the process of feedback. The lecture will focus on the following:

1. Communicate the rules of feedback
2. Discuss the benefits of proper feedback on team performance.
3. Discuss the disadvantages of improper feedback.

f. Final Exercise (15 minutes). Break the group into dyads and redo the icebreaker exercise. This time have the participants utilize the feedback structure provided. Upon completion of the dyad, rejoin the group and ask participants how they feel about feedback now. As a final exercise in providing feedback, have each student provide feedback on today's exercise. Participants will use index cards to provide their feedback. Once participants are complete, then they can hand the index cards to a facilitator on the way out of the room.

Note: Adapted from Mason, T.J. (1981). Praise: Giving and receiving positive feedback. In J.E. Pfeiffer & J.E. Jones (Eds.), A handbook of structured experiences for human relations training (pp. 125-130). San Diego, CA: University Associates.

Also adapted from Narcum, N.J. (1994). A guide to student leadership training. Pennsylvania State University, AT&T Center for Service Leadership.

Appendix G (continued)**TLT Program****“Time Management” - Session Six****Activity Summary**

Group participants will be provided an overview of the concept of time management. After learning about time management, students will complete a survey that will help them to identify their current time management skills and attitudes. Suggestions will be made on ways to improve their time management skills. The participants will then conduct a role play in which they have the opportunity to practice saying “no” in order to complete school work.

Objectives

- a. To provide students the opportunity to assess their time management skills.
- b. To teach students how to improve their time management skills.
- c. To provide students the opportunity to role play their time management skills.

Materials Needed

- a. Butcher Board and Easel
- b. A pencil for each participant
- c. One name tag for each participant
- d. Survey (Handout One): One per person
- e. Survey Scoring Sheet (Handout Two): One for every person
- f. Request Forms (Handout Three): Two handouts for every person so everyone will get eight request forms
- g. Lap boards

Administration of Exercise

- a. Introduction (5 minutes). Group leader will tell participants that they will be conducting an exercise divided into three parts: (a) overview of time management, (b) time management survey and (c) role play in a time management exercise. Students should place their chairs in a horseshoe formation around the butcher board (note: ensure all students wear their name tags).
- b. Part One: Overview of Time Management (15 minutes). The leader will begin the class by telling students that they will be taking an oral exam. The exam has two questions.
 1. True or False It is possible for you to complete all of your assigned tasks in the time that you have.
 2. True or False If you manage your time effectively you will increase your chances of getting good grades in college.

After asking the two questions, the leader will discuss the first question. There are several characteristics about tasks to keep in mind. Then the leader writes the following concepts on the butcher chart and provides their meaning. The concepts are: (a) tasks differ in length, (b) tasks

Appendix G(continued)TLT Program**“Time Management” - Session Six (continued)**

differ in complexity, (c) tasks differ in priority, (d) tasks have different deadlines and (e) tasks have different interruptions.

After discussing the tasks, the leader discusses the second question. The leader should discuss that students who practice good time management skills also have more time to relax and feel less stress from external influences.

c. Part Two: Survey of Time Management Skills and Attitudes (25 minutes). Pass out the surveys (Handout One). After the surveys have been handed out, provide students instructions on how to fill out the survey. Students will have 10 minutes to fill out the surveys.

Once the surveys are complete, then the students will tally their scores from the surveys (Handout Two). Distribute the tally sheet. The following is a list of instructions for scoring this portion of the exercise:

1. Add up the scores for questions 1 to 5. Place that number next to Short Range Planner.
2. Add up the scores for questions 6 to 10. Place that number next to Time Management Attitude.
3. Add up the scores for questions 11 to 15. Place that number next to Long Range Planner.

The group leader will also provide the participants the following explanation: “The purpose of this survey is to identify time management skills and time management attitude. If questions 1 to 5 yielded your highest score, short range planning is your strongest quality. If questions 6 to 10 yielded your highest score, time management attitude is your strongest quality. If questions 11 to 15 yielded your highest score, long range planning is your strongest quality. Your scores are really not that important. What is important, however, is that each category lists suggestions for improving time management skills in that area. Please take this page (Handout Two) with you if you are looking to improve your time management skills or if you are seeking a better attitude towards time management.”

d. Part Three: Time Management Exercise (30 minutes). The group leader begins this portion with a summary of the advantages time management can provide. Then the leader will tell the participants that this portion of the activity will help students to say “no” when they need time to complete a project or are focused on a leadership task. The group leader will then provide students with the request forms (Handout Three). Students will form in small groups (7-8 people per group) as the group leader demonstrates how to fill out the request forms (Handout Three).

Appendix G (continued)

TLT Program

“Time Management” - Session Six (continued)

After explaining how to fill out the forms, everyone in each group will write a request to each person in their group. For example:

TO: David

FROM: Terri

Request: Do you want to go for a bike ride this afternoon?

Then the students will stand up and greet each person in their group. The idea is for each student to make a request to each person. Each person then practices saying “no” on the spot to the request. When each member has had an opportunity to role play, form a large group again and open the floor to discussion.

Note: This activity adapted from Narcum, N.J. (1994). A guide to student leadership training. Pennsylvania State University, AT&T Center for Service Learning.

Appendix G (continued)TLT Program**“Time Management” - Session Six (continued)****Hand Out: Number One**

INSTRUCTIONS: CIRCLE THE MOST APPROPRIATE ANSWER:

5 = ALWAYS 4 = FREQUENTLY 3 = SOMETIMES 2 = INFREQUENTLY 1 = NEVER

- | | | | | | |
|---|---|---|---|---|---|
| 1. Do you make a list of things you have to do each day? | 5 | 4 | 3 | 2 | 1 |
| 2. Do you write daily activities on a schedule or a calendar? | 5 | 4 | 3 | 2 | 1 |
| 3. Do you set aside some time everyday to study? | 5 | 4 | 3 | 2 | 1 |
| 4. Do you have a clear idea of what you want to accomplish during the next week? | 5 | 4 | 3 | 2 | 1 |
| 5. Do you set priorities? | 5 | 4 | 3 | 2 | 1 |
| 6. Are you able to say “no” to people when their requests keep you from completing your schoolwork? | 5 | 4 | 3 | 2 | 1 |
| 7. Do you feel you are in charge of your own time? | 5 | 4 | 3 | 2 | 1 |
| 8. On an average class day do you spend more time on schoolwork than you do on personal grooming? | 5 | 4 | 3 | 2 | 1 |
| 9. Are you satisfied with how you manage your time? | 5 | 4 | 3 | 2 | 1 |
| 10. Do you make constructive use of your time? | 5 | 4 | 3 | 2 | 1 |
| 11. Do you keep your desk clear of everything other than what you are currently working on? | 5 | 4 | 3 | 2 | 1 |
| 12. Do you have a set of goals for the entire semester? | 5 | 4 | 3 | 2 | 1 |
| 13. Do you complete major assignments over a period of time instead of doing it all the night before it is due? | 5 | 4 | 3 | 2 | 1 |
| 14. When you have several things to complete, do you plan how you will get them all done? | 5 | 4 | 3 | 2 | 1 |

Appendix G (continued)

TLT Program

“Time Management” - Session Six (continued)

Handout: Number Two

SHORT RANGE PLANNING

Questions 1 to 5 score _____

- WRITE A DAILY TO-DO LIST
- WRITE A WEEKLY TO-DO LIST
- KEEP A CALENDAR OR SCHEDULE
- SET PRIORITIES

TIME MANAGEMENT ATTITUDE

Questions 6 to 10 score _____

- FIND ENOUGH TIME FOR SCHOOLWORK
- SAY “NO” TO PEOPLE IF YOU NEED THE TIME FOR YOURSELF
- GIVE SCHOOLWORK HIGH PRIORITY
- THINK OF TIME AS A VALUABLE COMMODITY

LONG RANGE PLANNING

Questions 11 to 15 _____

- SET GOALS FOR THE ENTIRE SEMESTER
- ORGANIZE YOUR WORK SPACES
- AVOID CRAMMING FOR TESTS OR PULLING ALL NIGHTS TO COMPLETE ASSIGNMENTS
- KEEP A CALENDAR OR SCHEDULE

Appendix G (continued)

TLT Program

“Time Management - Session Six (continued)

Handout: Number Three

TO:

FROM:

REQUEST:

TO:

FROM:

REQUEST:

TO:

FROM:

REQUEST:

TO:

FROM:

REQUEST:

Appendix G (continued)**TLT Program****“Leadership Beyond Sex Roles” - Session Seven****Activity Summary**

This activity will provide group participants the opportunity to identify their personal stereotypes regarding male and female leaders and/or managers. After gender leadership/managerial stereotypes are discussed, then participants will conduct an activity that helps them recognize and understand the use or misuse of stereotypes.

Objectives

- a. To become aware of personal stereotypes held towards masculine and feminine leader/managerial styles.
- b. To increase student's awareness of masculine and feminine characteristics typically associated with effective leader/managerial performance.
- c. To educate the student to the recognition of stereotypes.
- d. To facilitate the students' self-awareness concerning the use or misuse of stereotypes.

Materials Needed

- a. Chalk Board and Chalk
 - b. Index Cards
 - c. Markers: To write labels on cards
 - d. Name Tapes: To place labels on students
 - e. Tomorrow's Leaders Today Program Evaluation (Handout One)
- * Note: It would be preferable if the co-facilitators consisted of a female and a male.

Administration of the Exercise

a. Introduction/Ice Breaker (20 minutes). Prior to conducting this exercise, it is important to lay ground rules because of the sensitive nature of this discussion. After establishing the ground rules, the male and female co-facilitators will introduce their topic. The co-facilitators will ask the following question to the group of students: “What are the stereotypical leadership/managerial characteristics normally associated with both males and females. The co-facilitators would write the students' responses on the board. After the stereotypes are listed on the board, the co-facilitators would ask the students “which of these characteristics are positive in a leader?”. After identifying the positive stereotypes, the co-facilitators would discuss with the students the power these stereotypes have on our perception of effective leaders/managers. We would then discuss negative stereotypes that are placed on leaders. After students become aware of the stereotypes regarding gender and leadership, the next discussion will focus on the negative and positive effects these stereotypes have on team and individual performance.

b. Labeling Exercise (20 minutes). After completing the ice breaker, students need to do the following:

Appendix G (continued)TLT Program**“Leadership Beyond Sex Roles” - Session Seven (continued)**

1. Divide into two even lines facing each other.
2. Place labels on the backs of participants. Some examples might include a gang member, social worker, drug dealer, police officer, rock musician, athlete, military soldier, Black militant, White supremacist, teacher, etc.
3. Allow the students to talk to each other, and get to know the person next to them in line.
4. Once finished with the labels, ask line #1 to turn their backs to line #2, then do the same for line #2 to line #1 (There will be some laughing, etc. That is good, they need to have fun with the exercise to alleviate possible tension).
5. Lay down the ground rules:

- Do not tell the participant what is on their sign/label.
- Interact with other participants in order to receive information on the sign/label that you are wearing.
- Mingle with as many of the participants in 15 minutes as possible.
- Keep mingling even if you think you know who you are ... This will help the other participants.
- Have Fun!

c. Discussion of exercise and issues surrounding stereotypes (20 minutes). At this point, the students should do the following:

1. Break into two groups ... those who think they know who they are, and those who do not.
2. Ask the first group “why they think they know who they are”, “what were the clues”, and “how did that feel”.
3. Do the same for the second group. “What was hard about figuring out who you were”, “what was that like”, “what is your reaction now that you know who you were”.
4. Ask the group to return to their seats.

d. Further discussion (15 minutes). The co-facilitators will further process the exercise and make connections to stereotypes. The following is a list of topics that will help facilitate the discussion:

1. Have the students talk about the experience and why they think stereotypes exist.
2. Was anyone offended by this exercise?
3. Ask the students what their definitions of stereotypes are.
4. Provide students the formal definition of a stereotype.
5. Where do we learn stereotypes?
6. What can we do to dispel the myths of stereotypes? On campus and within society?

Appendix G (continued)

TLT Program

“Leadership Beyond Sex Roles” - Session Seven (continued)

7. Introduce students to a model that helps students dispel stereotypes. For example, a student can dispel stereotypes by educating themselves about a culture. Another way a person can dispel stereotypes is by actively seeking out and attending cultural fairs and seminars.
8. Ask students how this session has helped to change student perceptions on masculine and feminine leadership characteristics.

e. Conclusion (5 minutes). The group leader will pass out the TLT Program Evaluation Form (Handout One) and briefly explain its purpose.

Out of Class Assignment

- a. Students will take home their program evaluation form (Handout One) and complete it prior to the last programmed session. Five minutes will be provided during the last session to add any additional comments in regards to the TLT Program.

Note: Ice Breaker and Further Discussion designed by Scofield, D.C. (1995).
 The Labeling Exercise was adapted from Narcum, N.J. (1994). A guide to student leadership training. Pennsylvania State University, AT&T Center for Service Leadership.

Appendix G (continued)

TLT Program Evaluation Form

“Leadership Beyond Sex Roles” - Session Seven (continued)

Handout: Number One

Today’s Leaders Tomorrow Feedback Form

Please take a few minutes to respond to the following questions. Your feedback is very important to us so please be completely honest. These evaluations are confidential.

Demographics (please circle the appropriate response)

Residence: On-campus Off-campus Fraternity Sorority Commuter

Sex: Male Female Age: _____

Race: African American _____ White _____ Hispanic _____
(optional) Asian American _____ Native American or Alaskan Native _____
 Pacific Islander _____

How did you find out about TLT?

____Flyer ____Past participant ____Faculty
____College Paper ____Word of mouth
____An RA ____Advisor

1. Which workshop(s) did you benefit from the most? Why?

2. Which workshop(s) did you benefit the least from? Why?

3. How did you change from this experience?

4. Should there be a size limit placed on the TLT Program? Why?

Appendix G (continued)

TLT Program Evaluation Form

“Leadership Beyond Sex Roles” - Session Seven (continued)

Handout: Number One (continued)

5. Where there any topics that weren't covered in the TLT Program that you would like to see in the future?
6. If there was anything that you could change about the program to improve it what would that be?
7. Would you recommend this TLT Program to other students? Why or why not?
8. Would you like to volunteer as a group facilitator for next year's TLT Program? If so, please contact David C. Scofield, Assistant Director of Student Services. His office is located in Tiger Hall, Room 115.
9. Please share any further comment or suggestions that you may have:

Appendix G (continued)**TLT Program****“Community Service and Leadership” - Session Eight****Activity Summary**

This session will introduce students to the concept of community service and leadership. The activity will provide the participant the opportunity to integrate their leadership knowledge with community and campus volunteer work. At the completion of the activity, a review will be conducted in order to assess the TLT Program. The final events will be a speech by the Central State University President and the presentation of a TLT Completion Certificate.

Objectives

- a. To reinforce the connection between leadership and community.
- b. To empower students to participate actively in leadership positions at Central State University.
- c. To introduce the students to resources that would help them get more information on leadership or volunteer services in their community.

Materials Needed

- a. Overhead Projector
- b. Markers
- c. Transparencies

Administration of the Exercise

- a. Ice Breaker (5 minutes). Divide the group in half. Have half the class define and list characteristics of a leader and the other half define and give characteristics of a volunteer (groups will write the characteristics on a transparency). Then the groups will come together and list the similarities of the two words and state how they are connected or interrelated. The following terms will be defined by the group leader:

Volunteer + Leader = Servant Leader

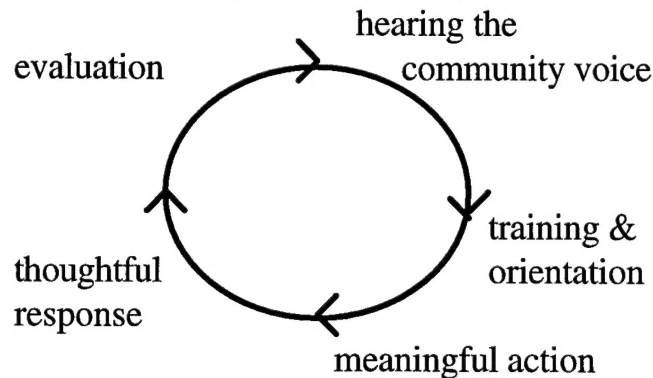
- b. Discussion of the Integration of Community Service Components and Leadership (12 minutes). The discussion will cover the following topics:

1. Why is community service important to leadership development?
2. Present President Clinton's vision of national service.
3. Discuss "The Pennsylvania Service Corps" which is a national model for paying back college loans through community service.
4. What do service experiences offer participating young adults?

Appendix G (continued)

TLT Program**“Community Service and Leadership” - Session Eight (continued)**

5. Show the students the following *“Cycle of Community Service Development” Model:



* Williams, L.B. & McGovern, E.E. (1993, March). Service at the heart of leadership, Program presented at the annual meeting of the American College Personnel Association, Indianapolis, IN.

- c. Scenario Activity (20 minutes). Divide the participants into small groups of four or five per group. Each group will have a facilitator. The groups will be provided a scenario and will have to answer questions about their scenario. The scenarios are as follows:

1. You have gone on an Alternative Spring Break Project with the Habitat for Humanity and have spent the week in Washington County, Pennsylvania building homes for low income families.
2. You have volunteered to work in a local community soup kitchen. It is your responsibility to go out and collect food donations for the poor and homeless.
3. You have volunteered to manage a Special Olympic football team in your community which involves holding practices, making the line-ups and attending all of the games.
4. You are volunteering for the Red Cross and are trying to increase funding by doing fund-raisers and other programs to raise awareness about the local Red Cross.

The questions are as follows:

1. How has this volunteer work affected the community?
2. How has this volunteer work developed my leadership skills?

- d. Resources (5 minutes). Discuss the following resources available in the community that would help students utilize their leadership skills:

1. Student Organization Resource Center located in 115 Tiger Hall.
2. The Pennsylvania Service Corps

Appendix G (continued)**TLT Program****“Community Service and Leadership” - Session Eight (continued)**

e. Review of the TLT Program (10 minutes). Students will be provided five minutes to complete their feedback forms. Once the forms are complete, the group facilitator will ask students the following questions in regards to this leadership program:

1. What did you think of the TLT Program?
2. What were the strengths and limitations of the TLT Program?
3. If you had to name the best session, which one would it be? If you had to name the least informative session, which would it be?
4. Did the program meet your expectations and how?
5. Did the program assist you in developing your leadership skills, if so how?
6. Would you like to participate as facilitators next year?

Upon completion of the feedback, students will pass forward their evaluation forms.

f. The University President Putting It All Together (15 minutes). The President conducts a discussion on leadership and community service.

g. The Presentation of TLT Course Completion Certificates by the University President (15 minutes).

Note: This activity adapted from Narcum, N.J. (1994). A guide to student leadership training. Pennsylvania State University, AT&T Center for Service Leadership.